DOCUMENT RESUME

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TITLE	Teacher Corps: A Collection of Abstracts. A Program to Improve Educational Personnel Development and to Strengthen Educational Opportunities in Low-Income Schools. (1965-1982).
INSTITUTION	Department of Education, Washington, D.C. Teacher Corps.
PUB DATE	May 82
NOTE	432p.
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DESCRIPTORS	Annotated Bibliographies; Disadvantaged Schools; *Educational Practices; *Educational Research; Elementary Secondary Education; Federal Programs; *Instructional Innovation; Research and Development Centers; *Staff Development; *Teacher Education
IDENTIFIERS	*Teacher Corps

ABSTRACT

Abstracts of documents published by Teacher Corps projects and of documents concerning Teacher Corps practices and procedures were culled from the ERIC database for this computer-generated bibliography. It lists, alphabetically by title, 637 documents announced in Resources in Education (RIE) between 1965 and 1982. Information given for each document includes: (1) ERIC accession number; (2) title; (3) author; (4) institutional and sponsoring agencies; (5) publication date and pagination; (6) document availability information; (7) type of document; (8) date of appearance in RIE; (9) geographic source; and (10) an abstract of the document's contents. The bibliography contains conference papers, research reports, project descriptions, position papers, reference works, curriculum guides, teacher and administrator guides, and test and evaluation instruments. (FG)

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TEACHER CORPS: A COLLECTION OF ABSTRACTS

A program to improve educational personnel development and to strengthen educational opportunities in low-income schools.
(1965-1982)

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SP 020 170

OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT
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PREFACE

Teacher Corps, after sixteen years of existence, is being terminated with its inclusion into block grants to the states(Reconciliation Act of 1981). Although the Teacher Corps projects funded in 1978 and 1979 were not able to complete five years of operation; practices, products, and processes designed to strengthen the educational opportunities available to children in areas having concentrations of low-income families were developed.

Initially, the program focused much of its effort on the preservice and inservice training of classroom teachers; in 1978 the mission was expanded to include all educational personnel. Cooperating universities, local education agencies, and elected representatives from the community managed the projects.

This collection of abstracts was compiled to provide educatiors, researchers, and all other interested persons with a panoramic view of the Teacher Corps program as reflected in materials submitted to ERIC-Educational Resources Information Center -in the period between 1965-1982.'

It is hoped that this chronicle of achievement will serve to extend the program's contribution into the future.

ED186395 SP015932

A Call for Twelfth Cycle Institutionalization Concepts: Five Responses.

Ryder, Martin, Ed.
Mid-Atlantic Teacher Corps Network, Philadelphia, Pa.
1978 97p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Contract No.: 300-78-0326
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIESEP80

The purpose of this document is to explore some strategies which may be helpful to new projects during their planning and implementation years. Each chapter of the document is composed of a separate project description. Topics discussed in this paper include: 1) the adaptation of educational research to improve elementary reading comprehension; 2) the development of a community support program for students involved in a community, industrial, and school system-based career education programs; 3) the research base for precision teaching techniques; 4) the development and implementation of a program combining the resources of local elementary school teachers and the surrounding community in order to meet student needs; and, 5) indepth discussion of the attempts of a rural school to focus on the delivery and improvement of services to its exceptional child population. The authors of the document stress that none of the programs described have been subjected to formal validation. (Authors/LH)

ED143634 95 SP011402

A Case Study in CBTE Program Development: from the Perspective of Inter and Intra Organizational Conflict.

Rostetter, David J.
State Univ. of New York, Albany. Teacher Education Developmental Service.
1976 148p.; For related documents, see SP011 401-409 and SP011 542 ; Best copy available
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC06 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJAN78

This report represents an in-depth analysis of one institution of higher education's response to a New York State Department of Education mandate on the establishment of performance based teacher education (PBTE) programs, and it focuses on factors involved in the development of a PBTE program viewed from the perspective of intra- and inter-organizational conflict. The methodology employed was interviews and the study of documents available from the institution. The questions, which served to organize the information dealt with the acts of the participants, the activities engaged in by groups, meanings attributed to the acts and actions, level of involvement of participants, relationship of individuals and groups, and the setting in the development of a CBTE program. Most of the conclusions of the study dealt with the strong impact of mandated change and its effect in generating conflict. The second area from which conclusions were drawn was in regard to the distribution and exercise of power. This study points up examples of the abuse, misuse, and misconception of power. The importance of the case study lies in its implications for educational leaders who seek to gain insight into some of the processes involved in organizational change. (MJB)

ED098175 95 SP008532

A Catalogue of Concepts in the Pedagogical Domain of Teacher Education.

Multi-State Consortium on Performance-Based Teacher Education, Albany, N.Y.; University of South Florida, Tampa. Leadership Training Inst. for Protocol Materials.
1 May 1974 172p.
Sponsoring Agency: National Center for Improvement of Educational Systems (DHEW/OE), Washington, D. C.; Office of Education (DHEW), Washington, D.C. Teacher Corps.
Grant No.: OEG-0-71-1079(725)
EDRS Price - MF01/PC07 Plus Postage.
Language: ENGLISH
Document Type: DICTIONARY (134)
Journal Announcement: RIEMAR75

This catalog of concepts in the pedagogical domain of teacher education organizes the critical concepts and provides definitions, indicators, and illustrations of the concepts. Chapter 1 presents a rationale for the selection of concepts in teacher education and discusses pedagogical domain, interactive teaching, the format of concepts in this catalog, and aspirations for this catalog. In the eight remaining chapters cognitive content categories, control of content, groups, and individuals are discussed, and concepts are defined in terms of each topic. A six-item bibliography concludes chapter 1. (PD)

ED107605 95 SP009228
A CBTE Curriculum Model and Directions for Its Assembly.
Darcy, C. Michael; And Others
New York State Education Dept., Albany.; State Univ. of New York, Albany. Teacher Education Developmental Service.
1975 112p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC05 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEOCT75

This four-part monograph discusses the competency-based teacher education (CBTE) program at the State University of New York (SUNY) at Albany. The report attempts to (a) state the purpose and goals of the CBTE model, (b) suggest operation procedures, and (c) offer aids to facilitate development of a CBTE program. Part 1 presents a statement of the philosophical view of CBTE and sets guidelines for working in a CBTE mode. This section also discusses the limits of CBTE and explains and interprets the essential elements of the CBTE program. Part 2 presents the model used in the SUNY at Albany College of Education program. Part 3 provides a step-by-step procedure for creating a CBTE program, building on an institution's existent teacher-preparation program. Part 4 helps guide administrators, with questions and suggestions for judging the effectiveness of the CBTE program. Figures illustrating the CBTE model and a sample evaluation form are included. (Author/JS)

ED068457 SP005917
A Comparison of Attitudes Held by Traditionally Prepared Teachers and Teacher Corps (Cycle 5: 1968-70) Prepared Teachers Regarding Subject-Oriented Instruction and Student-Oriented Instruction.
Johnson, Olin Chester
Jun 1972 22p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEFEB73

This study was conducted to show how a teacher's training affects his or her attitudes toward teaching. Twelve statements dealing with various aspects of education in relation to subject and student oriented instruction were distributed to 15 traditionally prepared teachers and 15 Teacher Corps prepared teachers. Each participant indicated in writing and verbally the extent of agreement or disagreement with the statement. Samples were stratified in order to determine patterns and areas of agreement and disagreement among teachers. Fisher's T-Table was used to correlate the differences between the two groups. Results indicated a significant difference between the two sample groups. Implications, recommendations, and conclusions are presented. Research material and an 8-item bibliography are included. (MJM)

ED095156 95 SP008335
A Competency-Based Teacher Education Development Project. Final Report.
Belcher, Leon H.
Texas Southern Univ., Houston.
Feb 1974 164p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C. Office of Research Grants.
Bureau No.: BR-0-8063
Grant No.: OEG-0-70-4539
EDRS Price - MF01/PC07 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEDEC74

This report describes a 1-year project for the initial development and implementation of a competency-based teacher education program. The project was part of a fifth-cycle Teacher Corps program. Project activities were directed toward planning, faculty development, assessment of changes in attitudes and program structures, and facilitation of education models developed under the auspices of the U. S. Office of Education. Procedures included workshops, inservice professional conferences, systems management activities, the development of instructional modules, the assessment of changes in perceptions, and general evaluation of competency-based aspects of the teacher education program. Data from the assessments and evaluation indicated positive changes in perceptions and cognitive development, and use of materials and procedures centered around competency-based criteria. It was found that the complete transition from a traditional to a competency-based program required more than 1 year. (Author)

ED184910 SO011991

A Conceptual Approach to Moral Education: A Mini-Course. Trainer's Manual.

Pines, A. Leon

New England Teacher Corps Network, Portsmouth, N.H.

Jun 1979 100p.

Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No.: 451AH60892

Grant No.: G007700127; G007700128

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; New Hampshire

Journal Announcement: RIEAUG80

This trainer's manual describes a college level mini-course on moral education. As a result of the course experience, participants will gain an appreciation of the importance of moral education, learn to lead moral discussions, and incorporate relevant moral issues into the elementary and secondary curriculum. There are three parts to the mini-course. The first part of the course requires the students to do prerequisite readings. The second part of the course is direct instruction, requiring eight to ten hours of contact time. A description of the content of the instructional units to be used in the direct instruction is included in the trainer's manual. A variety of instructional activities are used to help the participants relate content to their actual work situations. Participants view slides and video tapes, listen to lectures, read books, solve problems, and discuss. In the third part of the course, the application stage, participants apply the skills acquired in their classroom. Follow-up with the instructor completes the mini-course. (Author/RM)

ED186416 SP016047

A Conference on Planning for Documentation and the National Conference Follow-up Program (Myrtle Beach, South Carolina, February 1979).

Dansker, Judith

Southeastern Teacher Corps Network, Atlanta, Ga.

Aug 1979 46p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: CONFERENCE PROCEEDINGS (021); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Georgia

Journal Announcement: RIESEP80

This document reports on the activities of the Southeastern Teacher Corps Network's 1979 conference on planning for the documentation and follow-up survey of educational conferences. Topics discussed at the meeting include developing the skills and operational procedures for documentation processes in Network organizations, and developing the ability to gather educational research data for later use in Teacher Corps conferences and programs. A list of conference participants is appended. (LH)

ED187681 SP016046

A Conference on Promoting Faculty Involvement. Southeastern Teacher Corps Network (Tampa, FL, January 17-19, 1979).

Woods, Doris G.; Dansker, Judith

Southeastern Teacher Corps Network, Atlanta, Ga.

Aug 1979 41p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: CONFERENCE PROCEEDINGS (021)

Geographic Source: U.S.; Florida

Journal Announcement: RIEOCT80

The Southeastern Teacher Corps Conference on Promoting Faculty Involvement spoke to the following issues: 1) Acquainting conference participants with the processes and problems of institutionalization; 2) Introducing participants to a variety of incentives and rewards useful to promote faculty involvement in field-based activities; 3) Demonstration of strategies for the enhancement of communication between institutions of higher education and local education agencies, for a more effective collaborative delivery of staff development; 4) Discussion of issues, concerns, and problems of the faculty of higher education institutions as they relate to Teacher Corps; 5) Demonstration of a model for planning staff development along Teacher Corps lines, at institutions of higher learning; 6) Acquiring techniques for verifying institutionalization; and, 7) Acquiring techniques for describing and analyzing organizational characteristics of colleges and/or departments of education. An evaluation of the conference by participants is included. (Authors/LH)

ED186418 SP016049

A Conference on Validation and Dissemination (Daytona Beach, Florida, May 2-4, 1979).

Dansker, Judith

Southeastern Teacher Corps Network, Atlanta, Ga.

Aug 1979 50p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: CONFERENCE PROCEEDINGS (021)

Geographic Source: U.S.; Georgia

Journal Announcement: RIESEP80

This document reports the activities of the Southeastern Teacher Corps Network's May 1979 conference on the validation of programs and the dissemination of information. Concerns of the meeting were: the establishment of procedures for program validation processes, the increased awareness of naturalistic data-gathering techniques for educational research, the increased familiarization of educational practitioners with programmatic evaluation techniques leading to validation and dissemination, and the use of National Teacher Corps Validation and Dissemination Initiatives. The conference sponsors also sought to establish an awareness of ideas for validation processes consistent with the Joint Dissemination and Review Panel and the National Teacher Corps Validation and Dissemination Initiatives, and to review established processes for validation in the Southeastern Teacher Corps Network with the eventual goal of developing new procedures. (LH)

ED174132 HE011534

A Deans' Response to a Review of Procedures & Policies Governing Appointment, Promotion & Tenure in New England Institutions of Higher Education.

Philippi, Harlan A.

New England Teacher Corps Network, Portsmouth, N.H.

May 1979 22p.

Available from: New England Teacher Corps Network, P.O. Box 1065, Portsmouth, NH 03801

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: POSITION PAPER (120)

Geographic Source: U.S.; New Hampshire

Journal Announcement: RIEDEC79

Statements and documents concerning the criteria and standards used for faculty promotion, retention, and tenure in member institutions were collected by the Deans' Council of the New England Teacher Corps Network. The response presented in this publication is made in the form of a memo to the faculty senate, from the dean of a college of education. It is concluded that as more uniformity in policies, more precision in statements of criteria and standards, and more regulation of practices are sought, there will be a gain in an important efficiency index and in institutional definitions of fairness. However, there is a consequent risk of diminished adaptiveness. In the extreme, both positions are seen as damaging, and are cautioned against. It is suggested that a Professional Equity Compact be used by institutions as a tool for equity in faculty personnel matters. Such a formal document is proposed and would contain a statement of rights, responsibilities, privileges, obligations, objectives, focused interests, and whatever other referents are thought to be important to the individual and the institution for evaluation purposes for a specific period of time. (MSE)

ED207957 SP018758

A Description and Evaluation of the 1979 Summer Training Workshop. Roosevelt University and the Chicago Board of Education Teacher Corps Project--Program '78.

Asser, Eliot; And Others

Chicago Board of Education, Ill.; Roosevelt Univ., Chicago, Ill.

1980 155p.; For related documents, see SP 018 754 and SP 018 757.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC07 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Illinois

Journal Announcement: RIEFEB82

A report is given of a fifteen-day summer workshop sponsored by the Teacher Corps. The workshop was held in Chicago, Illinois and involved faculty from the Hyde Park Career Academy, Dumas Elementary School, representatives from the Community Council, and interns from the Teacher Corps Member Training Institute. The focus of the workshop was on improving the school climate. Both large and small group sessions were held, involving a total of 37 participants. Large group seminars were devoted to group dynamics, multicultural education, and general principles of special education. In the small group sessions, discussions were held on record keeping for teachers, beliefs and values, extra-curricular activities, communications, and reading. An overview is presented of the activities of the workshop and the evaluations offered by the participants. The appendix contains sample worksheets and materials used in the workshop. (JD)

ED143633 95 SP011401

A Descriptive Profile of Individuals Applying for Certification Through Individual Review Procedures.

Tolbert, Ira; Clark, Elizabeth H.

State Univ. of New York, Albany. Teacher Education Developmental Service.

30 Aug 1976 309p.; For related documents, see SP 011 401-409 and SP 011 542 (Complete appendix); Not available in hard copy due to marginal legibility of original document

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

Contract No.: 300-76-0034

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEJAN78

This document is the first in a series of ten related works investigating the experience of New York State in the implementation of performance based teacher education (PBTE) and consists of preliminary data gathering efforts to describe the persons applying for individual assessment for certification and a survey to determine their receptivity to individual assessment emphasizing demonstration of competence. The survey is restricted to individuals desiring certification on the basis of (1) accumulation of sufficient credits, though they have been earned from one or more institutions with approved programs, (2) reciprocity of licensing provisions with other states, and (3) completion of teacher education sequences and experience in states that have no licensing reciprocity with New York State. Two major questions addressed in the survey are (1) how much time and (2) how much money are applicants willing to expend in completing assessment activities. The first chapter of the report presents historical notes to the survey. Chapter two focuses on the development of forms for recording data and a set of recording procedures. Chapter three presents a summary and analysis of data obtained, presented in three subsections, covering the major questions, several hand tallies to manipulate the data, and the survey. Chapter four presents suggestions for utilizing the survey results. The appendix to this document is an abbreviative form of the entire appendix, printed in a separate volume, and contains instrumentation, recording instructions, various codings, identification of errors in sampling, analysis of errors, and identification of cards corrected. (MJB)

ED092296 RC007946

A Descriptive Study of Teacher Education Programs for Navajo Indian College Students.

Jackson, Virginialee D.

1974 30p.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEOCT74

The paper describes four alternative teacher training approaches offering Navajo Indian college students the opportunity to become certified classroom teachers within proximity of their homes and jobs on the reservation. Programs discussed include Navajo Tribal Teacher Education Program, Career Opportunities Program, Teacher Corps, and a representative regular college program offered by Northern Arizona University, Flagstaff. The purpose of the paper is to give prospective Navajo teachers insight into the ways and means of obtaining the education prerequisite to becoming fully certified elementary school teachers, hopefully encouraging an increased number of Navajos to enter the teaching profession and to remain on the reservation. Two of the approaches discussed are associated with nationwide, federally funded programs. An attempt is also made to describe the history and philosophy of the Career Opportunities Program and Teacher Corps. (Author/KM)

ED098159 95 SP008516
A Descriptive Study of the Teacher Center Movement in American Education.
Yarger, Sam J.; And Others
Syracuse Univ., N.Y. School of Education.
Jun 1974 173p.
Sponsoring Agency: National Center for Improvement of Educational Systems (DHEW/OE), Washington, D. C.; Office of Education (DHEW), Washington, D.C. Teacher Corps.
Contract No.: OEC-0-71-3353(715)
EDRS Price - MF01/PC07 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEMAR75

This six-chapter study provides a summary of active programs that aim, towards professional development of educational personnel; and it generates attributes of programs of professional development that would distinguish teacher centers from other types of programs. Chapter one provides information regarding the historical background of teacher centers, in-service programs in other countries, and origins of the teacher center concept. Chapter two presents the following information: a) the conceptual base on which the three populations were developed and the sampling procedures used in each case, b) the processes used for the development of the instrument, c) data collection procedures, and d) plans for the analysis of the data. Chapters three through six discuss demography, nature of programs, administration and governance, and finance. Chapter seven highlights the important findings to provide helpful information for future program development. The authors conclude that children should continue to be the primary focus of teacher centers and that the centers should be evaluated by measuring their impact on the lives of children. A 19-item bibliography is included, and complete data returns are appended. (PD)

ED115619 SP009688
A Design for Community Involvement in CBTE for Cultural Pluralism.
Sekaquaptewa, Eugene
Nov 1973 8p.; Paper presented at the Conference on Competency Based Teacher Education: The Potential for Multi-Cultural Education? Teacher Corps Associates (Madison, Wisconsin, November 1-2, 1973)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEAPR76

This paper describes the use of student teacher interns who lived and taught on a Hopi Indian reservation. People in the Hopi community housed these teachers and cooperated with them in the classroom and in formulating educational material that would be relevant to their local culture. One Teacher Corps team developed a whole Hopi unit in social studies. Teaching teams were led by a Hopi who coordinated educational and administrative tasks and helped the interns and the community communicate with each other. The author sees such model programs as useful in supplementing institutional teacher training for bicultural situations. (CD)

ED183547 SP015757
A Framework for Planning Statewide Staff Development to Enhance Student Learning.
West Virginia State Dept. of Education, Charleston.
Aug 1979 93p.; For related documents see SP 015 723, SP 015 756.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Contract No.: 300-78-0066
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; West Virginia
Journal Announcement: RIEJUL80
Government: State

This document presents a framework for planning a statewide program for staff development of education personnel. It is primarily intended for use by state department of education personnel. There are three sections. The first gives a perspective on statewide staff development, problems involved in planning, and the issues to be considered, such as the differing roles and responsibilities of staff, the focus of the development program, and funding. In the second section guidelines are presented for forming planning teams. The last section gives detailed information on developing a statewide plan, identifies the successive phases of planning, and presents the seven generic components of a statewide plan for staff development. A bibliography is appended along with the information collection worksheets and questions used in developing this framework. (JD)

ED098176 95 SP008533
A General Catalog of Teaching Skills.
Turner, Richard L., Ed.
Multi-State Consortium on Performance-Based Teacher Education, Albany, N.Y.; University of South Florida, Tampa. Leadership Training Inst. for Protocol Materials.
Dec 1973 361p.
Sponsoring Agency: National Center for Improvement of Educational Systems (DHEW/OE), Washington, D. C.; Office of Education (DHEW), Washington, D.C. Teacher Corps.
Grant No.: OEG-0-71-1079(725)
EDRS Price - MF01/PC15 Plus Postage.
Language: ENGLISH
Document Type: DICTIONARY (134)
Journal Announcement: RIEMAR75

This 10-chapter catalog of teaching skills, which is based on the concept that specific teaching skills vary with the age of the student, social behaviors, and skills or subject matter to be taught, contains sections of special skills, development of training materials, and generic skills. Chapter 1 states that each specialized chapter is structured according to the following: (a) the content field or level of student to which the chapter is devoted, (b) the teaching approaches in this field or at this level, (c) the functions of teachers within specific approaches, (d) teaching skills within teaching functions, and (e) the separation of the indicators for each skill according to context. Chapter 2 discusses systematic development and teaching skills and deals with selecting competencies in this document that justify an instructional development effort. Chapters 3-9 deal with special skills in early childhood programs, socialization and classroom management, elementary language arts, social studies, mathematics, secondary English, and science. Chapter 10 deals with teacher skill training and discusses elaboration of training skills by phases and functions. Tables of skills related to goals and objectives, learning environment, face-to-face instruction, and diagnosis and evaluation conclude this chapter. (PD)

ED152688 95 SP012178
A Generic Model for Inservice Education. A Monograph
Western Washington State Coll., Bellingham.
Jan 1977 71p.; For related documents, see SP012 177-179
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEAUG78

This document, one of a series on planning an inservice teacher education program, provides a conceptual base for understanding and developing such programs. The document is divided into four sections. Section one suggests that there are six assumptions, constraints, and mandates that must be addressed at the local level in order to plan a consistent, comprehensive program. Section two explores nine elements that define the actual inservice plan itself. Section three provides a set of "scenarios" intended to provide concrete examples of effective programs that could be developed under the rubric of the planning process. Section four presents a review of some specific critical areas that need to be assessed in an evaluation of a local inservice plan. Appendices present related materials in the set of inservice planning guides and possible funding criteria for the inservice components of Teacher Corps projects which would be consistent with the "Planning Process for Inservice Education" series. (MJB)

ED203479 EA013669
A Guide for Utilizing Consultant Teams in CBE.
Bonney, Nancy; Crosby, Jeanie
Georgia Univ., Athens. Southeastern Teacher Corps Recruitment and Community Technical Resource Center.
Aug 1980 88p.
Sponsoring Agency: Office of Education (ED), Washington, D.C. Teacher Corps.
Contract No.: 300-79-0311
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Georgia
Journal Announcement: RIENOV81

For staffers, consultants, community coordinators, and community council chairpersons in Teacher Corps projects, this guide tells how to use the Corps' consultant teams for onsite assistance in project goal-setting, planning, implementation, and skills development. The text describes how to determine the need for consultants; clarify the kind of help needed; choose the expertise and characteristics desired in the consultant team; design and implement the consultant team visit; evaluate the visit's impact; and, with the help of the team's collaborative report, decide on future needs and activities. A large selection of sample forms and documents further aids the user in organizing and analyzing the consulting activities. Included in this section are forms for needs assessments, consultant planning, team visit documentation, and consultant evaluation, as well as sample agendas and reports and a list of resource people in the Southeast. (RW)

ED110432 SP009421
A Listing of Exhibit Items for the Materials Fair, August 12-15, 1975.
Atlanta Teacher Corps Consortium, Ga.
Aug 1975 21p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: BIBLIOGRAPHY (131)
Journal Announcement: RIEDEC75

This list of materials from a Teacher Corps Materials Fair is basically intended for use by teacher educators, and includes items dealing with many important aspects of teacher education. The first section is an annotated list of books, booklets, pamphlets, and papers published since 1968, some of which cover the following topics: (a) inservice education, (b) internships, (c) open classrooms, (d) futures of education, (e) competency based teacher education, (f) staff training and development, and (g) racism, desegregation, and minority groups. The second section contains protocol and training materials which basically concern improving teaching skills. Each item is described, addresses are provided, and some prices are listed. Section three is a list of films and filmstrips which cover a wide variety of topics in education. Each entry includes a description, the length of the film, and the address of the distributor. The last section contains an annotated list of kits, programs, and training systems which cover (a) character education, (b) human relations training, (c) staff development, and (d) reading. (RC)

ED172996 RC011454
A Management and Documentation System for the Dine Teacher Corps Program '78.
Wilson, Roger; Salas, Dennis
Northern Arizona Univ., Flagstaff.
Dec 1978 109p.; Document prepared by the Dine Teacher Corps Project
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Grant No.: G007803217
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Arizona
Journal Announcement: RIENOV79

The basic premise behind the Dine Teacher Corps Project is that teacher pre-service and consequent inservice education and training is held to be a crucial factor in upgrading the quality of education received by American Indian students, particularly in a reservation setting. Although the Dine Teacher Corps Project includes three phases, only Phase I--Planning has its management system developed thus far. The management system is organized into six categories: (1) planning, to provide management control of the analytic and decision making activities conducted by the appropriate staff, to identify needs, problems, objectives, and program direction, and to analyze the decision making essential to the conduct of other processes; (2) programming, to develop the specific program plans as identified in category 1; (3) budgeting, to develop the resource costs of each program plan and maintain fiscal information essential to the conduct of each program; (4) forming a community council, elected to insure the operation of parity decision making; (5) documenting and evaluating progress, by systematic collection of evidence to authenticate facts, to substantiate claims and opinions, and to support inferences drawn from the evidence; and (6) developing a chain of command or ladder of communications, to illustrate level, roles, and linkages of the Dine Teacher Corps Program '78. (NEC)

ED172995 RC011453
A Management and Information System for the Dine Teacher Corps Program "78".
Wilson, Roger; Salas, Dennis
Northern Arizona Univ., Flagstaff.
Dec 1978 45p.; Document prepared by the Dine Teacher Corps Project
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Grant No.: G007803217
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Arizona
Journal Announcement: RIENOV79

The overall objective of the Dine Teacher Corps Project is to demonstrate the effectiveness of an interdisciplinary approach to the development and implementation of a bilingual/multicultural training and inservice training program for educators who will be cognizant of and responsive to the unique educational needs of the Indian child. The five year project, begun in 1978, is designed as a cooperative program between Northern Arizona University, Dine Teacher Corps, and two Bureau of Indian Affairs Navajo boarding schools (Kaibeto and Leupp). In order to perform the three phases of activities required by the project (planning, training programs, demonstration and dissemination), a Management Information System (MIS) has been developed and implemented to provide adequate, accurate, and timely information for decision making, reporting accomplishment, and using resources effectively. The MIS is an integrated information system comprised of seven subsystems: finance, school communities, management, facilities and equipment, personnel, students, and instructional programs. Diagrams, flow charts, models, and tables illustrate details of the MIS program design. (NEC/BR)

ED203488 EA013678

A Resource Guide for the Organization and Election of Community Councils.

Masla, John A.; And Others

Wayne State Univ., Detroit, Mich. Teacher Corps Recruitment and Community Technical Resource Center.

Jun 1978 92p.; For a related document, see EA 013 677.

Sponsoring Agency: Office of Education (ED), Washington, D.C. Teacher Corps.

Contract No.: 300-76-0062

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Michigan

Journal Announcement: RIENOV81

Since 1978, federal legislation and regulations have required that Teacher Corps projects involve the participation of elected councils of at least seven members representative of the parents and other residents of the communities within the boundaries of the project schools. These councils participate in such project functions as needs assessment, improvement of communications among parties affected by the project, identification of resources in the community, contribution to curriculum development, and encouragement of community participation in the program. Councils may be formally or informally organized, but must document their activities in either case. Those responsible for organizing the election of community councils may consider use of polling places, mailed ballots, or community conventions as election procedures. Scenarios of possible elections under these procedures are provided. Appendixes offer samples of by-laws, election notices, and election calendars, a suggested outline for minutes, and hints for the council chairperson. (PGD)

ED180961 SP015179

A Responsive Inservice Graduate Education Model. Occasional Paper Series No. 4.

Schroeder, Gary; Hainsworth, Jerome C.

Murray State Univ., Ky.

1977 55p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

Available from: Teacher Corps Project Director, Dept. of Instruction and Learning, Murray State University, Murray, KY 42071 ($0.50)

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Kentucky

Journal Announcement: RIEMAY80

A description is given of an inservice program designed to provide both the means by which schools can change and also the means by which individual teachers can work toward advanced degrees and higher levels of state certification. The focus of this program is on the school and the classroom learning environment in which the graduate student's performance takes place. The training takes place in the teacher's school with the university instructor jointly planning, implementing, and evaluating; success being measured by the impact the program is having on students in the classroom. This report contains a model of the program, a discussion of the program's history and objectives, and an overall evaluation of the program. (JD)

ED186367 SP015704

A School's Handbook for Planning a Professional Development System.

Massey, Sara; Crosby, Jeanie

New England Program in Teacher Education, Durham, N.H.

1977 40p.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; New Hampshire

Journal Announcement: RIESEP80

A step-by-step program for developing a staff improvement program within a school is offered. Discussions concerning participant identification, task setting, decision making, policy formation, goal decisions, and evaluation are presented, and record-keeping instruments for similar inservice programs are suggested. (JD)

ED202831 SP018148

A Second Look at Alternative Projections of Resource Requirements for Teacher Corps Information Sharing and Dissemination.

Eckenrod, James S.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

May 1981 117p.; Prepared through the Teacher Corps Dissemination Project.

Sponsoring Agency: Department of Education, Washington, D.C.

Contract No.: 300-78-0564

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); PROJECT DESCRIPTION (141); STATISTICAL MATERIAL (110)

Geographic Source: U.S.; California

Journal Announcement: RIEOCT81

Resources necessary to maintain a valid information dissemination system for the Teacher Corps are identified in this report. Emphasis is placed upon practical cost-effective mechanisms that may be employed in extending educational improvements developed by the Corps. Previous studies have indicated that most Teacher Corps projects will need specialized technical assistance and external support if they are to carry out even minimally effective outreach programs. It is pointed out that, while most members of the Corps regard themselves as educators and not "disseminators", it is critically important that school improvement programs be extended beyond local project activities. It is suggested that the Teacher Corps employ direct measures to reward dissemination activity and that the Corps provide training and technical assistance to projects to build their capabilities for outreach. Seven specific recommendations are made for improving the information dissemination processes, and the means of implementing and funding them are discussed. Statistical data on Corps projects are included in the appendices. (JD)

ED095145 95 SP008323

A Seminar on Competency-Based Teacher Education for University Personnel. Teacher Corps Associates: Resources for CBTE, Number 2.

Leake, Horace Milton

University of the Pacific, Stockton, Calif.

1973 32p.; For related documents, see SP 008 322 and 324-333

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEDEC74

This 2-hour seminar is designed for institutions that have a traditional teacher education program but whose faculty or state department of education is considering a change towards performance-based teacher education. The materials required for this seminar include both readings and filmstrips. After completing this module, each participant should be able to: (a) define competency-based teacher education; (b) list the essential characteristics of a competency-based teacher education program; (c) write behavioral objectives in the affective, cognitive, and psychomotor domain; (d) list the elements of a module; and (e) design a module. The module is divided into preassessment sections for each objective with filmstrip and reading assignments required if the answers to the preassessment questions are not satisfactory. The appendixes include the answers to the preassessment sheets and detailed descriptions of all material required for the seminar. (JA)

ED031095 24 EM007312

A Study of Change in Selected Teacher Education Interns' Behavior Using Videotape Recordings. Final Report.

Roush, Robert E.

Houston Univ., Tex.

Jan 1969 81p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.: BR-8-G-044

Grant No.: OEG-7-8-00004-0066-010

EDRS Price - MF01/PC04 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEDEC69

Statistical analysis of the videotape recorder as a feedback device used to train teacher interns produced four conclusions: that videotape feedback to teacher interns did not produce behavioral changes significantly different from those teacher interns who did not receive feedback; that the addition of inputs such as critique and type scripts did not produce behavioral changes significantly different from those teacher interns who received video-audio feedback; that the time interval between treatment sessions did not produce significantly different behavioral changes between teacher interns' initial status and their final status; and that the interaction of treatments and time interval did not produce significant differences between the groups' means. Twenty-five Teacher Corps interns were placed in five groups and were videotaped three times in 20-minute sessions. Each group was given different treatment: video feedback only; video-audio feedback; audio feedback only; video-audio feedback including critique and type script; and no feedback. All of the videotape recordings were coded with the Flanders Verbal Interaction Analysis System by two independent coders. The statistical analysis was accomplished by using a 3x5 Type I Lindquist Analysis of Variance Design. (MM)

ED190547 SP016490
A Study of Teacher Burnout at the Junior High School Level.
Rathbone, Charles; Benedict, Chaunce
New England Teacher Corps Network, Portsmouth, N.H.
Jul 1980 68p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Vermont
Journal Announcement: RIEDEC80

This qualitative research report focuses on the phenomenon of teacher burnout at the junior high school level. Three teachers were interviewed as to the role teacher burnout played in their professional and personal lives. A jury of peers reviewed the transcriptions of these interviews and categorized interview data into five categories: How was burnout defined? What were the types of burnout reported? What efforts were expended to alleviate its effects? and, What were the symptoms? The results are reported for those factors agreed to by all three members of the jury. The report concludes with observations concerning burnout at the junior high school level, suggested future research possibilities, and action steps public shool personnel (administrators, teachers, students) might undertake to combat its debilitating effects. (Authors)

ED200592 SP017963
A Study Of Teacher Concerns Within The Teacher Corps Program.
Cooperstein, Rhonda Ann
SRI International, Menlo Park, Calif.
Apr 1981 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April, 1981).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)
Geographic Source: U.S.; California
Journal Announcement: RIEAUG81

In examining the relationship between teaching experience and concerns of teachers, it has been generally assumed that the experienced teacher will be less concerned about self and more concerned about student achievement than the teaching intern. The Teacher Concerns Checklist and the Teaching Anxiety Scale submitted to Teacher Corps personnel were designed to explore the developmental progression of teacher concerns and the effect of anxiety on this progression. It was discovered that both experienced teachers and teacher interns considered student achievement their primary concern. However, the self concerns of interns were not as high as expected. In analyzing this result, it is pointed out that Teacher Corps interns are required to have a higher academic degree than most preservice teachers, and because of the nature of Teacher Corps committments, they are inclined to have more advanced concerns than other teacher trainees. A copy of the Checklist and selected items from the Teaching Anxiety Scale used in the study are appended to this report. (JD)

ED102098 95 SP008876
A Study of Teacher Training at Sixth-Cycle Teacher Corps Projects. Volume 3, Supplementary Statistical Tables.
Marsh, David D.; And Others
Pacific Training and Technical Assistance Corp., Berkeley, Calif.
Jul 1974 197p.; For related documents, see ED 098 235, 240, and 241
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
EDRS Price - MF01/PC08 Plus Postage.
Language: ENGLISH
Document Type: STATISTICAL MATERIAL (110)
Journal Announcement: RIEJUN75

This document is Volume 3 of the report on the first phase of a two-phase longitudinal study of the Teacher Corps program being conducted by Pacific Training and Technical Assistance Corporation. It contains supplementary material, usually statistical tables or technical material, which supports Volume 1, the main volume of the report (see ED 098 240). The purpose of Phase 1 of this study was to identify and analyze those combinations of intern background characteristics and Teacher Corps program characteristics that are related to desired teaching skills and attitudes of interns at the end of their training. Phase 1 was also used to formulate hypotheses for phase 2 which will assess the effectiveness of Teacher Corps graduates in working with low-income minority-group children. Section 1 of this volume 3 is an introduction. Section 2 presents a list of the derived intern background factors as well as tables which, for each intern background factor, show what original intern background variables loaded on this factor. Sections 3 and 4 contain parallel information for Teacher Corps program and intern exit factors respectively. In Section 5, the factor scores for each of the 20 projects on each of the 65 program factors are presented, as are the exit factor scores for each project on each exit factor. Section 6 contains tables related to the relationship of intern background and Teachers Corps program to intern exit factors. (PB)

ED098241 95 SP008604

A Study of Teacher Training at Sixth-Cycle Teacher Corps Projects. Volume 2, Instruments; Parts 1 and 2.

Marsh, David D.; And Others

Contemporary Research, Inc., Los Angeles, Calif.

Oct 1973 404p.; For related documents, see SP 008 598 and 603

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

EDRS Price - MF01/PC17 Plus Postage.

Language: ENGLISH

Document Type: TEST, QUESTIONNAIRE (160)

Journal Announcement: RIEMAR75

Data collection instruments used in the first phase of a two phase longitudinal impact study of the Sixth Cycle Teacher Corps program are contained in this volume. The object of Phase 1 was to determine the relationship of intern background and Teacher Corps Program characteristics to intern exit characteristics. After a brief introduction, short descriptions of the intern background, program variables, exit variables, and institutional change instruments are presented. The remaining two sections of the volume are devoted to chronological presentation of the instruments themselves--the first part devoted to instruments used during the fall of 1972 and the second part to instruments used during the spring of 1973. Instruments used during 1972 obtained data on intern characteristics and program dimensions. Information about program variables, intern exit characteristics, and the impact of the Teacher Corps Program on its supporting Institution of Higher Education was collected during the spring of 1973. (HMD)

ED098240 95 SP008603

A Study of Teacher Training at Sixth-Cycle Teacher Corps Projects. Volume 1, Methodology and Findings. Final Report.

Marsh, David D.; And Others

Pacific Training and Technical Assistance Corp., Berkeley, Calif.

Jul 1974 186p.; For related documents, see SP 008 598 and 604

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Contract No.: OEC-0-73-5174

EDRS Price - MF01/PC08 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEMAR75

This report describes the first phase of a longitudinal study of the Sixth Cycle Teacher Corps program, focusing on the relationship between intern background characteristics, Teacher Corps Program characteristics, and intern exit characteristics. Data about all Sixth Cycle projects that prepared elementary school teachers were collected at each site by interview and questionnaire. Data about the exit characteristics of interns were gathered using: (a) classroom observation, (b) log of professional activities completed by interns over a week's time, (c) interviews, and (d) questionnaires completed by interns and their team leaders. Descriptive and analytic results are reported. Analytic findings are: (a) the relationship of intern exit skills was not very strong; (b) Teacher Corps Program characteristics rather than intern background characteristics were most closely associated with intern exit skills; (c) the extent that teacher competencies were specified and used by the project was not closely related to any intern exit skill; and (d) the sets of program characteristics that were most closely associated with intern exit skills were those pertaining to collaborative decision-making, personalization of the program for interns, and the community component. (Author/HMD)

ED096310 SP008441

A Study of Teacher Training at Twenty Teacher Corps Projects.

Marsh, David D.

Pacific Training and Technical Assistance Corp., Berkeley, Calif.

Jun 1974 23p.; Paper presented at the Teacher Corps Conference (Washington, D.C., June 1974)

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: CONFERENCE PAPER (150)

Journal Announcement: RIEJAN75

The findings of the first year of a 2-year study of Teacher Corps graduates are reported in this document. The goal of the first year of the study was to identify and analyze those combinations of intern background characteristics and Teacher Corps program characteristics that are related to desired teaching skills and attitudes of interns at the end of their training. Data were collected at 20 sixth-cycle projects that prepared elementary school teachers. Data about the training program at each site were obtained from university professors and deans, project staff, local education agency superintendents, school principals and teachers, community persons and interns through questionnaires and interviews. Data about intern characteristics after training were gathered through classroom observations, questionnaires, intern activity logs, and interviews with interns. It was found that important trends related to positive exit factors were, without exception, program factors; that is, none of the background experiences or characteristics (excluding ethnic background) had an impact on the intern's exit characteristics. Only three exit characteristics could be predicted from program factors with an acceptable level of accuracy. In another aspect of the study it was found that undergraduate programs compare favorably with graduate Teacher Corps programs and that they are, in fact, doing better than graduate programs. (HMD)

ED098235 95 SP008598

A Study of the Effectiveness of Sixth-Cycle Teacher Corps Graduates. Phase 2, Final Report.

Marsh, David D.; Lyons, Margaret F.

Pacific Training and Technical Assistance Corp., Berkeley, Calif.

Oct 1974 168p.; For related documents, see SP 008 603-604

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Contract No.: OEC-0-73-5174

EDRS Price - MF01/PC07 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEMAR75

This report examines the second phase of a longitudinal impact study of the Sixth Cycle Teacher Corps. Phase 1 focused on the relationship of intern background and Teacher Corps Program characteristics to intern exit characteristics. Its goals were to: (a) contrast teacher performance and pupil gains of graduates with those of control group teachers; (b) analyze the relationship of teacher background, teacher education program, teacher performance, and pupil performance for the graduates; and (c) assess the effects of professional support which graduates and controls receive. The 84 subjects taught grades 2-6 in self-contained classrooms. Data about teacher and pupil performance were obtained through a classroom observation guide, teacher questionnaire, data, standardized reading test, and standardized self-concept scale. Graduates were superior to controls in developing ethically relevant curricula, using community resources and initiating contact with parents, and developing positive attitudes about reading development and the causes of poverty in society. Graduates facilitated greater self-concept development in pupils, but there was no significant difference in reading gains between the two groups. The consistent pattern of relationship between pupil variables and Teacher Program characteristics suggests that teacher training makes a difference on pupil behavior and on related teacher performance. (Author/HMD)

ED129724 SP010436

A Summary: Maine Teacher Corps, 1973-75. University of Maine, Portland-Gorham.

Crosby, Jeanie; Massey, Sara

New England Program in Teacher Education, Durham, N.H.

1976 37p.; Page 32 will reproduce poorly due to small type

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEFEB77

This document is a summary of two years of activity of the Maine Teacher Corps presented in outline form. Throughout, several questions are asked (What was done? What was learned? What was expected? What was found?) followed by recommendations for other programs. Section I is an introductory essay entitled, "Maine Teacher Corps, A Viable Alternative." Section II discusses the selection process of interns and team leaders--the processes and criteria used--and their implications. Section III, "Program Structure," discusses grades and credits, and other information used in their place. Section IV describes the instructional program of interns in terms of content, supervision, and evaluation. Section V, "In-Service Program," focuses on the dimensions of the Teacher Corps' interactions with in-service teachers. Section VI discusses the host university's relationship to the Teacher Corps in light of the University of Maine's statement that Teacher Corps is a way to provide new input into the staff, implement an experimental model, explore alternatives within the school, and provide financial assistance. The appendices offer a sample Teacher Corps transcript including a list of minimal competencies attained by graduates of the Teacher Corps program. (MM)

ED203542 EC132806

A Trainer's Manual of Behavioral Interventions for the Handicapped.

Gaddis, Ruth; And Others

Jefferson County Public Schools, Lakewood, Colo.; Rocky Mountain Teacher Corps Network, Landers, Wyo.

.1980 175p.; Print is small. For related documents, see EC 132 801-809.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC07 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Wyoming

Journal Announcement: RIENOV81

The trainer's manual is designed to assist workshop trainees (regular and special educators) in improving their skills and competencies through identification, methods, and remediation principles to modify and adapt curricular offerings to meet the behavioral needs of handicapped children, with emphasis in serving these children in the regular classroom. Following a section on objectives and principles of the workshop are contents summaries (which include diagnostic resources, bibliographic references, and information on various approaches) for the following areas: behavioral terms, classroom planning guidelines, favorable behavior maintenance, eliminating behaviors, principles on student success, transactional analysis, reality therapy/classroom meetings, contracting, values clarification, communication, and informal assessments. More than half the document contains lists of current and effective references, resources, materials, and audiovisual media, as well as sample handouts geared to elementary and secondary levels. Workshop evaluation forms are also provided. (SB)

ED203540 EC132804

A Trainer's Manual of Guidelines for Establishing a Teacher-Made Materials Workshop.

Spearman, Carolyn; And Others

Jefferson County Public Schools, Lakewood, Colo.; Rocky Mountain Teacher Corps Network, Landers, Wyo.

.1980 42p.; Print is small. For related documents, see EC 132 801-809.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Wyoming

Journal Announcement: RIENOV81

The trainer's manual provides guidelines for conducting a workshop to help regular educators with methods, techniques, and teacher-made materials ideas for the special child in the regular classroom. Sections address preparation for the workshop, content description, and research implications for construction and use of instructional materials. Also provided are sample instructional activities (with an outline of purpose/objectives, materials, preparation, and directions); sample masters and forms; and a list of teaching resources (with title, brief description, publisher, and cost). (SB)

ED203545 EC132809

A Workshop on Public Law 94-142: Facilitator's Manual.

Carroll, Larry; And Others

Rocky Mountain Teacher Corps Network, Landers, Wyo.

.1980 30p.; Print is small. For related documents, see EC 132 801-808.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055); AUDIOVISUAL MATERIAL (100)

Geographic Source: U.S.; Wyoming

Journal Announcement: RIENOV81

The facilitator's manual outlines a four hour training session on the implications and implementation of P.L. 94-142, the Education for All Handicapped Children Act. Allotted times are noted for various workshop activities which cover such topics as due process. Appendixes, which make up most of the manual include transparancies, a pretest, due process transparencies, and Teams-Games-Tournaments materials. (SB)

ED166349 UD019167

Achieving Multilingual Education in a Multicultural School: A Teacher Corps Model.

Maxwell, Liz

Jan 1979 10p.; Paper based on a presentation at the Annual International Bilingual/Bicultural Education Conference (7th, San Juan, Puerto Rico, April 24-28, 1978)

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Virginia

Journal Announcement: RIEJUN79

Presented in this document is an overview of a Teacher Corps project undertaken by the Arlington, Virginia Public Schools and Trinity College, Washington, D.C., to develop a training complex in bilingual/multicultural education at Francis Scott Key Elementary School. The project is described as being an attempt to meet the needs of teachers, students, and a community with a large part of the population severely limited in English. Aspects of the project outlined include parent involvement, the training of bilingual interns, inservice instruction for Key teachers, language classes in Spanish, Korean and Vietnamese for students, and specific activities which paved the way for changes in the school. (EB)

ED093845 95 SP008213

Adams State College School and Community Education Program.

Roybal, John, Jr.; And Others

Adams State Coll. of Colorado, Alamosa.

15p.; Paper prepared for the Adams State College Teacher Corps Program (Alamosa, Colorado); For related documents, see SP 008 208-212, 214, and 215

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Grant No.: OEG-0-73-1039(715)

Available from: Adams State College, Alamosa, Colorado 81101 (no price quoted)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIENOV74

This sequence of learning modules in community involvement is part of a series prepared for the Teacher Corps program at Adams State College. The modules are designed to provide the intern with: (a) entry skills into the community, (b) skills in researching a community to better understand the life style of its inhabitants, (c) skills in researching other agencies with which the intern can link his efforts, and (d) skills in organizing communities for educational and political action. Each module contains a statement of rationale, objectives of the module, enabling activities, and evaluation procedures. The four modules in the sequence are entitled: (a) Community Entry Skills, (b) School System Entry Skills, (c) Community Survey Skills, and (d) Community Survey. (Author/HMD)

ED129762 SP010477

Adaptation, Documentation, Evaluation: Where Do These Concepts Fit in Educational Research, Development and Dissemination.

Goddu, Roland

New England Program in Teacher Education, Durham, N.H.

1 Oct 1976 10p.

Available from: New England Program in Teacher Education, Box 550, Pettee Brook Offices, Durham, New Hampshire 03824 (No price quoted)

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: BOOK (010)

Journal Announcement: RIEFEB77

The concepts of educational research, development, and dissemination can be examined and defined so that a framework in which the relationship of each to adaptation, documentation, and evaluation can be visualized. Using the Teacher Corps Projects, a component of the federal research and development effort, as a concrete example, it can be seen that its demonstration functions are in actuality a form of dissemination of educational innovation. In any Teacher Corps project, three cycles must occur: adaptation (site-specific arrangement of the process or product); documentation (recording of events during adaptation and implementation); and evaluation (measurement of documented effects against expected outcomes). These cycles occur constantly, not only during dissemination, but also during research and development. In research, the adaptation cycle is synonymous with hypothesis generation; documentation may be called experimentation; and evaluation is called validation analysis. In development, the cycles are called invention, field testing, and summative analysis, respectively. Since the key function of dissemination is to make research and development information known in a useable form, projects such as the Teacher Corps support the research and development efforts when they describe how they adapt, demonstrate, analyze, and judge the innovation. By examining such projects it can be seen what works in classrooms to improve the quality and relevance of education. (MB)

ED090234 SP007980

Adaptation: CBE + S.

Heffernan-Cabrera, Patricia; Tikunoff, William J.

Apr 1974 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974)

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEAUG74

There are three major phases of this competency-based, humanistically oriented adaptation plan for the Teacher Corps program. The first is the adaptation of the national Teacher Corps program to the local Teacher Corps program. This requires adapting the national literature to realistically fit local needs, adapting the national interest and interpretation of a given curriculum to the local program clientele, and involving teachers in a community program that integrates the school into the community as a positive social agency. In the second major phase the Teacher Corps program as conceived by the college or university is adapted to the Teacher Corps program as conceived by the local education agency. This requires the two institutions to share responsibilities; for example, the local school can selected from intern candidates who have passed an in-depth selection process and who have requested to work at that particular school site. In the third major phase the Teacher Corps program is adapted to the institutions of higher education through meeting required standards and striving to ensure that everyone feels involved in the decision-making process. In conclusion, the effectiveness of the change process depends on people, and national programs should consist of broad guidelines within which people can adapt their own programs. (PD)

ED180994 SP015388

Adapting Educational Research: Staff Development Approaches.

Morris, Lee; And Others

Oklahoma Univ., Norman.

1979 244p.; Prepared by the Teacher Corps Research Adaptation Center

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

Grant No.: 300-78-0466

Available from: Teacher Corps Research Adaptation Cluster, Univ. of Oklahoma, 555 Constitution, SC-4, Norman, OK 73037 ($2.25)

EDRS Price - MF01/PC10 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142); RESEARCH REPORT (143)

Geographic Source: U.S.; Oklahoma

Journal Announcement: RIEMAY80

In this book a collection of articles report the results of several projects designed to adapt research findings into classroom practice through inservice education. In the first of four sections an introductory article discusses the concept of research adaptation as a tool for staff improvement. The second section is devoted to articles on using inservice education to promote the utilization of research in the schools. Section three contains examples of the use of innovations in the elementary classroom. An article on delivery systems in staff development programs comprises the fourth section. A final coda presents a summary of the topic and conclusions. (JD)

ED161870 SP013290
Adapting Teaching Styles to Learning Styles.
Spaulding, Robert L.
San Jose State Univ., Calif.
Mar 1978 29p.; Paper presented at Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Grant No.: G007701276
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150)
Geographic Source: U.S.; California
Journal Announcement: RIEMAR79
Government: State

Case studies were conducted to assess the personal learning styles and behaviors of elementary school children to provide teachers the opportunity of using prescribed teaching techniques to match students' styles. Six groups of behaviors were identified: (1) students demonstrate little internal control and are likely to act out and create disturbances; (2) students are resistant to authority and imposed structure; (3) students are fearful and avoid situations involving risks; (4) students are easily distracted; (5) students are concerned with adult approval and show respect for authority; and (6) students have internal controls, can be relied upon to stay on-task, and respond well to self-managed study plans. The behavior characteristics of each of the six groups are described. Treatment schedules for teachers to use in a classroom setting of each type of student are described in detail. The results of their application by teachers in eight case studies are presented and discussed. (JD)

ED147082 RC010218
Adelante: An Emerging Design for Mexican American Education.
Mazon, Manuel Reyes, Ed.
Texas Univ., Austin. Center for Communication Research.
1972 380p.; Revised papers which were prepared for critical analysis by Mexican American scholars at the conference, "Toward a Philosophy of Education for the Mexican American" (Austin, Texas, November 1971)
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Grant No.: OEG-0-71-0273(715)
EDRS Price - MF01/PC16 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIEAPR78

Prior to an intensive 3-day conference, position papers were prepared by a select group of Mexican American scholars, representing the areas of history, anthropology, bilingualism, sociology, political science, education research, psychology, and cultural arts. Under suggested guidelines, selected Mexican American educational leaders reacted to the papers in small group sessions at the conference. Based on these reactions, the papers were then revised for this publication, which is divided into two sections. The first contains two introductory papers concerning the general topic of education for the Mexican American. The second section includes a paper discussing specific problems of the Mexican American child and the eight main position papers. Topics of the papers are: a challenge for educational institutions--an educational philosophy for the instruction of Mexican Americans; anthropological implication in the education of Mexican Americans; toward a philosophy of education for the Chicano, bilingualism and intellectual development; current educational research, the basis for a new philosophy for educating Mexican Americans; politics and education; a tri-partite development for the cultural arts in the education of the Mexican American; the ethnocentric response of public education to the Chicano, implications for school administrators; the psychology of the Mexican American; a historical perspective on the Mexican American. Each paper is preceded by a short preface and followed by a list of the panel members and their reactions. (NQ)

ED026173 RC003081
Agencies and the Migrant: Theory and Reality of the Migrant Condition. First Papers on Migrancy and Rural Poverty: An Introduction to the Education of Mexican-Americans in Rural Areas.
Abeytia, Hector; And Others
University of Southern California, Los Angeles. School of Education.
1968 33p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Available from: USC Rural-Migrant Center, Room 1002, Phillips Hall of Educ., Univ. of Southern Calif., Los Angeles, Calif. 90007 ($1.00)
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEJUN69

Lectures included in this volume are: Operation SER (Service, Education Rehabilitation); Unions and Farm Labor; California Plan for the Education of Migrant Children; Housing Camps for Migrants; and California Legal Rural Assistance. These lectures have been chosen from those presented as part of the pre-service phase of a 2-year Teacher Corps training program. One of the objectives of the pre-service phase is the development of a better understanding of concepts of community involvement and the kinds of programs already in existence, and the dissemination of information about social conditions, work conditions, and community services. Related documents are RC 003 080 and RC 003 082. (SW)

ED193211 SP016826
Alternative Projections of Resource Requirements for Teacher Corps Information Sharing and Dissemination.
Eckenrod, James S.; And Others
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Oct 1980 264p.; Revised edition
Sponsoring Agency: Department of Education, Washington, D.C.
Contract No.: 300-78-0564
EDRS Price - MF01/PC11 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; California
Journal Announcement: RIEFEB81

The Teacher Corps has been directed to put a greater focus on demonstration, documentation, institutionalization, and dissemination of the results of Teacher Corps projects. This report deals with program policy alternatives for improving the dissemination of project-developed products, practices, and processes to educational agencies and institutions. Resource requirements for maintaining efficient operation of an information sharing system over a five-year period are examined. Projections are made on the resources that would be necessary to support program outreach activities at minimum, middle, and maximum levels. An attempt is made to identify effective means for Teacher Corps projects to extend the impact of their school improvement programs beyond their local sites. Techniques for establishing an effective dissemination system are described and the feasibility of applying these practices in Teacher Corps projects is discussed. Detailed cost projections for implementing Teacher Corps information dissemination projects of varying size and efficacy are provided. (JD)

ED131042 95 SP010602
Alternatives: An Annotated Bibliography of Selected Topics Related to Alternative and In-Service Education (1973-76).
Office of Education (DHEW), Washington, D.C. Teacher Corps.
1976 63p.
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: BIBLIOGRAPHY (131)
Journal Announcement: RIEMAR77

This bibliography cites recent periodical literature concerning alternatives in education and inservice teacher education. It is divided into two sections--an annotated bibliography and a cited bibliography. Over 500 titles are indexed under 38 subheadings. (MM)

ED164504 95 SP013564
An Analysis of Extended Planning Periods for Teacher Corps Projects.
Houston, W. Robert; And Others
Jan 1975 63p.; Prepared by the now-defunct Texas Professional Development Center at the University of Houston
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Contract No.: OEG-0-73-1290 (489)
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Texas
Journal Announcement: RIEMAY79

The advantages and disadvantages of an extended planning period for implementing a Teacher Corps program are examined. A planning period of several months duration, four to six months for example, is deemed beneficial to the outcome of a project, while a longer period may possibly cause a loss of momentum and sense of goal. However, a planning period longer than two months provides the potential for a more effective project only if management plans formulated during proposal writing and revised during preplanning periods are monitored regularly. It is pointed out that special training opportunities should be provided as part of the planning period for program managers, and that intern recruitment should be initiated early. A set of guidelines developed for Teacher Corps Advisory Groups is presented. Appended to this report are: (1) a chronicle of study events; (2) memoranda to study team; (3) indicators of extended planing period; (4) areas to consider in assessing planning; (5) materials reviewed during the study; and (6) interview protocols. (JD)

ED186431 SP016094

An Analysis of Staff Development and Its Effects on Classroom Practice. The South Bay Project.

McKibbin, Michael D.; Joyce, Bruce R.

1980 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, 1980).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; California

Journal Announcement: RIESEP80

The effects of training on twenty-one teachers in a Teacher Corps school were examined according to the type of training chosen, the preference exhibited by the teacher for certain types of delivery systems, and the level of transfer to classroom practice which were applicable to the different systems. This four-year study of inservice teacher education involved the correlation of personality measures for each teacher with a frame of reference developed by Abraham Maslow to describe individual needs patterns. Specific patterns emerged in the preference and use of training methods. Nearly all the teachers were able to replicate the training activities in their classrooms, but actual use of the learned strategies was a completely different matter. Those teachers at the self-actualizing end of Maslow's scale were able to implement and incorporate much of the training into their natural styles. Those at the middle level on the scale generally used only those things that helped them to "fine-tune" their current practices. Those at the lower end of the scale showed no consistent pattern of choice but were consistently unable to transfer activities into practice. (Author/LH)

ED160533 95 SO011224

An Analysis of the Role of the U.S. Office of Education and Other Selected Federal Agencies in Citizen Education.

Maust, Ann Parker; Knight, Lucy

1978 61p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Report No.: OE-78-07002

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEFEB79

The document describes a sampling of Federal resources available for improving citizen education. It was prepared to give staff members of Federal agencies an overview of educational programs dealing with citizen education and to help educators as they design and implement citizen education programs. The document is presented in two Parts. Part I reviews and analyzes U.S. Office of Education (USOE) programs which directly support citizen education or which indirectly contribute to public participation in citizen education. Programs include Fulbright-Hays, Ethnic Heritage Studies, International Studies Centers, and Teacher Corps. Part II describes citizen education activities of the Education Division, Department of Health, Education, and Welfare, as well as some programs of the Law Enforcement Assistance Agency, the National Endowment for the Humanities, and the National Science Foundation. For each program, information is given on type and extent of Federal involvement, objectives and background, eligible applicants, geographic participation, address and contact person, and relationship of the program to citizen education. (DB)

ED084060 RC007442

An Educational Model for Planned Intervention in Language Development.

Damron, Rex; Engelhardt, Ken

Black Hills State Coll., Spearfish, S. Dak.

Jun 1971 15p.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEMAR74

A program of planned intervention to facilitate language growth in kindergarten children at Cheyenne Eagle Butte was conducted during the 1970-71 school year. The study sample consisted of the students in 2 kindergarten classes, one considered low and one considered high, as judged by family economic background, Headstart experience, and educational advantage. The low group was the experimental group, while a kindergarten class in another school and the high group were control groups. Two interns in the Teacher Corps Project, both Indians, administered tests to the students. The instruments used were the Peabody Picture Vocabulary Test and the Illinois Test of Psycholinguistic Abilities. The test results were analyzed and individual student profiles were formulated. The program of planned intervention was then implemented, building on the child's strengths while concomitantly remediating his deficits. The major conclusion was that the psycholinguistic method was significantly better at teaching the specified set of skills to the specified set of children and that the usefulness of this model of teaching is a framework for diagnosing and remedying educational deficits of Sioux Indian children. A case study of a child in the experimental group was also presented. (PS)

ED200382 RC012626

An Emerging Model in Rural America. Community Based Education, Paper Number Four.

Young, Ken M.

Office of Education (DHEW), Washington, D.C. Teacher Corps.

Jul 1980 28p.

Sponsoring Agency: Department of Health, Education, and Welfare, Washington, D.C.

Contract No.: 300-79-012

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; West Virginia

Journal Announcement: RIEAUG81

A community-based education program enables rural communities to meet needs and solve problems by utilizing the total community environment and its human resources. Components of this program are: (1) expanded use of school facilities; (2) lifelong learning and enrichment programs; (3) interagency coordination, cooperation, and collaboration; (4) citizen involvement and participation; (5) utilization of community in K-12 programs; and (6) community organization and development. Many communities begin a community-based education program by using school buildings as community-centered schools for educational, social, and community events. The school, community groups, and individuals share responsibility for development of lifelong learning and enrichment programs. Coordinated activities of service and governmental agencies and social, youth, and civic groups can produce a total program to meet community needs. Citizens participate through a community council which takes an active role in developing and implementing all aspects of the community-based education program. Through integration of solutions to home, school, and community needs, the program strengthens and reinforces learning experiences and provides a means of reinforcing values, beliefs, and attitudes. Finally, community members can exert their collective power to bring about needed changes. A general comparison of school-based and community-based educational philosophies is included. (CM)

ED137246 SP010883

An Experiential Model for Graduate Teacher Education in Reading.

Mangieri, John N.; Readence, John E.

12p.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEAUG77

The authors present a brief description of an experiential, sequenced graduate program in reading instruction which answers traditional criticisms of field-based graduate study. Such criticisms include the belief that graduate teacher education is not in the domain of field-based instruction, that adequate supervision is difficult to provide, that goals are vague and poorly defined, and that activity sequences are poorly planned. The Ohio University Teacher Corps Project in Reading, constructed to avoid these shortcomings, consists of six experiential phases, which may be viewed as comparable to the quarters of a school year, or as sequential components not bound by time constraints but by the student's competencies. Phase One consists of observation, tutoring, and team teaching, designed to acquaint the graduate student with the experiences and processes necessary for effective instruction. In Phases Two and Three, the student functions as an instructional team member, first at the elementary level and then at the secondary level. As the student proceeds through these phases, he becomes less of an observer and more of a contributing member of the team. Phases Four and Five are devoted to developing diagnostic-prescriptive skills, again as a team member in elementary and secondary level situations. Phase Six provides the student with the opportunity to demonstrate the integration of all his previous skill attainment by assuming the role of instructional leader in reading. The variety of experiences provided in this program give the student the necessary expertise in reading necessary to effectively deal with students at all grade and achievement levels. (MB)

ED143662 95 SP011536
An Inservice Model for an Urban/Suburban System, Arlington Public Schools, Virginia, Parts I, II, and III. Teacher Corps Reports: Inservice Development Processes.
Arlington County Public Schools, Va.
1977 284p.; For related documents, see SP 011 534, 535, and 536; Best copy available
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Contract No.: 300-76-0305
EDRS Price - MF01/PC12 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEJAN78

This report presents a model for single school staff development projects or programs within a large urban-suburban central system. Characteristics of such a system are identified as: rapid changes in the nature of the student population; active community interest; active teacher participation; the use of annual school plans and school board goals as planning tools for implementing development; a built-in staff development vehicle in each system-based program; and the need to distinguish between goals and shrinking financial resources for supporting inservice activities. In addition to examining traditional inservice activities at a single school site, this report and the models proposed emphasize a concept of continuing staff development. The report is divided into three components. The first presents an analysis of a central system's organization and resources in terms of its impact on single school staff development programs and the impact of single school programs on the system level. The second section discusses the role of the principal, the decision-making process at different levels, teacher incentives, collaboration with agencies outside of the school, and inservice problems. In the third section, two hypothetical models are offered for initiating preservice and inservice projects at a single school site. The elementary model is based on an open-concept school organization characterized by active teacher involvement in a vertical and horizontal committee structure for staff and curriculum development purposes. The secondary model suggests ways to teach the four basic academic skills of reading, writing, computation, and study across discipline lines. (JD)

ED111782 SP009474
An Introduction to Simplified Performance Management Approaches. Report No. 98.
Goddu, Roland
New England Program in Teacher Education, Durham, N.H.
Jul 1975 91p.
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEJAN76

This guide to simplified performance management approaches contains five sections. The first section, entitled "Simple Techniques for Managing an Innovation," is written from the viewpoint of a principal as manager. It describes how to manage an innovation, develop an objective, allocate resources for the innovation, keep organized records, and assess the program. There are many worksheets and charts included in this section. The second section is a discussion of the origins and the current state of management by objectives. The next section tells project directors how to implement a management and supervision by results approach, and how to evaluate the outcomes. This section also includes charts and worksheets. Innovation adoption is the subject of the next section. It is entirely composed of charts and forms to be completed. The final section is an introductory workbook to management by objectives for Department of Education personnel. It is divided into an introduction, an overview of management by objectives, a description of how to develop an objective, and a description of how to use objectives to manage activity. There are also several worksheets and charts in this section. (RC)

ED196245 EC131395
An Investigation of the Relationship Between the Abilities of Troubled Youth and the Degree to Which These Abilities Could Be Termed Gifted and Talented.
Garamella, Mary; Lang, Helene
New England Teacher Corps Network, Portsmouth, N.H.
Jul 1980 36p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; New Hampshire
Journal Announcement: RIEMAY81

Twelve disadvantaged behavior problem youth were interviewed, observed, and evaluated in a case study approach to determine whether their abilities could be termed gifted and talented. Among measures used were the Renzulli Rating Scale, school records, teacher evaluations, parent interviews, peer evaluation, and observations of psychomotor and arts abilities. Among findings were that the Renzulli Scale is a good indicator of characteristics for gifted and talented youth, and that parent interviews provided insight into early development, family status, and school experience. Evaluation forms and data are included. Eight recommendations are made, including that schools develop a more responsive attitude and curriculum for gifted students who may be disadvantaged, culturally different, or underachievers. Individual case summaries are reported. (CL)

ED201615 SP017976

An Operations Research Approach to a Staff Development/Inservice Plan.

Nussbaum, Claire A.; And Others
Apr 1981 128p.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S.; Texas
Journal Announcement: RIESEP81

A six-phase inservice plan based on a cybernetic, modified operations research model was used and evaluated in elementary and secondary schools. The cybernetic planning loop is characterized by adaptation and adoption based on continuous assessment, dissemination, and feedback processes. In phase one, a needs assessment identified planning and implementation needs, participant priorities, and resource persons available to deliver the system. On the basis of this information, it was decided to address four areas with the plan: public schools, a local college of education, community resources and development, and intern training. The second phase consisted of interactive planning and development for each of the program areas by Teacher Corps staff. Phase three was implementation, and phase four was evaluation. The fifth phase marked the institutionalization of the successful processes, such as a community resource guide, a professional development center, a community education component, and mainstreaming inservice. In phase six, the dissemination of information was accomplished through publications, presentations, handbooks, and dissertations. Extensive analysis showed that the program achieved most of the original inservice objectives. Appendices provide copies of the needs assessment instruments, evaluation summaries, levels of participation, and a record of the types of dissemination. (FG)

ED152689 95 SP012179

An Overview of a Planning Process for an Inservice Education Program. An Informational Booklet.

Western Washington State Coll., Bellingham.
Jan 1977 12p.; For related documents, see SP012 177-179
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEAUG78

This booklet is part of a set of materials based on the belief that by getting teachers to agree on fundamental issues and values, a comprehensive program of inservice can be easily planned. This component of the set presents six generalizations about effective inservice programs and illustrates each with several different, but satisfactory, possibilities. These generalizations are: (1) teachers are more likely to benefit from programs in which they can choose goals and activities, as contrasted with programs in which they are preplanned; (2) school-based training programs have more influence than college-based programs; (3) program objectives should be specific; (4) programs that have different training experiences are more likely to accomplish their objectives than programs having common activities required of all participants; (5) teacher's personal goals/needs and those of the school should be congruent if training is to improve school system operations significantly; and (6) training (related to job assignments) is likely to be effective if adequate time is provided within the current work schedule for each activity. (MJB)

ED146165 95 SP011878

An Overview of Goals and Models. Improving Learning Opportunities. IMPACT Series, No. 1.

Lincoln Public Schools, Nebr.; Nebraska Univ., Lincoln. Teachers Coll.
1977 19p.; For related documents, see SP011 878-84 and 728
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Contract No.: OE 600-750-3580
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEMAR78

This booklet is the first in a series of eight that describe the tenth-cycle Lincoln, Nebraska, Teacher Corps Project, located at Goodrich Junior High School under the joint sponsorship of the Lincoln Public Schools and the Teachers College of the University of Nebraska-Lincoln. The three goals of the competency-based preservice and inservice project were (1) improvement of the delivery of educational opportunities and services through the use of diagnostic-prescriptive teaching approaches; (2) the development, implementation, testing, and refining of a comprehensive model for competency-based preservice and inservice teacher education; and (3) the integration and articulation of services to the pupil and his or her family through the cooperation of community, university, and school resources. Booklet One expands upon these three goals by presenting themes and diagrammatic models for each, presented as workable, practical processes that served to realize the goals established for the Lincoln Project. The remaining booklets present descriptive reports of the project themes and models (booklets two through seven) and a report of results obtained with learners, teachers, and community personnel (booklet eight). (MJB)

ED196178 EC131305

Annotated Bibliography of Bilingual Teaching Materials Applicable to the Special Learning Needs of Spanish-Dominant Special Education Pupils.

Deignan, Margaret C.; Ryan, Kathleen E.

New England Teacher Corps Network, Portsmouth, N.H.

1979 93p.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: BIBLIOGRAPHY (131)

Geographic Source: U.S.; New Hampshire

Journal Announcement: RIEMAY81

The bibliography lists information on materials for bilingual special education for Spanish dominant exceptional children. Information on author, publisher, price, and specific suitability for special needs children is presented, along with a brief description of the material. Materials are organized according to principal thrust in 10 areas: motor development, visual perceptual development, auditory perceptual development, language development, conceptual development, mathematics, social awareness, language arts, health and science, and early childhood. (CL)

ED118541 SP009829

Annual Report for 1975 by the National Advisory Council on Education Professions Development.

National Advisory Council on Education Professions Development, Washington, D.C.

30 Jan 1976 25p.; For related documents, see ED 102 161, ED 102 167, and ED 109 083

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEJUN76

The National Advisory Council on Education Professions Development was established by law to review federal programs for the training and development of education personnel and report its findings and recommendations to the President and to Congress. In 1975, the council held four meetings. The first resulted in 15 recommendations concerning inservice teacher education, adult education, research, and other issues. Also, a draft report, "Gatekeepers in Education: A Report on Institutional Licensing," was discussed and adopted for publication at this meeting. The report was written to combat consumer abuse and improve standards for institutional licensing. The second meeting adopted a report on directions for the Teacher Corps. The third meeting discussed the council's testimony before the Senate Subcommittee on Education and the Congress' reluctance to continue the Education Professions Development Act in a time of teacher surplus. The council's position was that, while recruitment of new teachers is no longer a problem, the priority has become quality of teachers and improvement of inservice education. The last meeting of 1975 left it unclear whether the council would be continued, but the staff was to develop an issues paper presenting the council's view of the federal role in education professions development. (The text of the law establishing the council and its responsibilities is included in this report, as are numerous details on selection of officers, reports approved, educational institutions visited, and other business). (CD)

ED143665 95 SP011542

Appendix to a Descriptive Profile of Individuals Applying for Certification Through Individual Review Procedures.

Tolbert, Ira; Clark, Elizabeth H.

State Univ. of New York, Albany. Teacher Education Developmental Service.

1976 385p.; For related documents, see SP 011 401-409; Not available in hard copy due to marginal legibility of original document

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

Contract No.: 300-76-0034

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: ENGLISH

Document Type: TEST, QUESTIONNAIRE (160)

Journal Announcement: RIEJAN78

This document presents the complete appendices to "A Descriptive Profile of Individuals Applying for Certification Through Individual Review Procedures," SP 011 401. The contents of these appendices are: (1) description of items for recording; (2) item recording instructions; (3) recording form, (4) certificate coding, (5) state coding, (6) credit coding, (7) degree coding, (8) job category coding, (9) level of experience coding, (10) subject coding, (11) list of variables, (12) codes for positions by state, (13) training package for data recorders (information for those who are selected, expectations for training session, sample application forms), (14) codes for colleges and universities by state, (15) identification of errors in primary and secondary samples, (16) analysis of errors in primary and secondary samples, (17) identification of cards corrected, (18) list of research or study questions, (19) instructions to programmers, (20) preliminary survey questionnaire, (21) comments on questionnaire, (22) final survey questionnaire, (23) letter forwarded to pilot respondents, and (24) letter forwarded to respondents in primary sample. (MJB)

ED186372 SP015797

Assessing School/College/Community Needs.

Houston, W. Robert; And Others

Nebraska Univ., Omaha. Center for Urban Education.

1978 294p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

Contract No.: 300-77-0156

EDRS Price - MF01/PC12 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055); EVALUATIVE REPORT (142); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Nebraska

Journal Announcement: RIESEP80

This resource guide for initiating assessments of educational needs provides perspectives concerning possible and feasible ways to plan, organize, and implement such an assessment. The essence of needs assessment is discussed and a perspective on the effort is given. Crucial planning processes for a needs assessment are outlined and illustrative charts and procedures are presented. Ways in which to set goals, determine current conditions, analyze data, and implement change strategies are described. (JD)

ED053099 SP005207

Assessment of the Impact of the Teacher Corps Program at the University of Miami and Participating Schools in South Florida.

Comptroller General of the U.S., Washington, D.C.

1971 44p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Journal Announcement: RIENOV71

The Teacher Corps program strengthened the educational opportunities available to pupils in classes to which corps members were assigned, but the report concludes that it had much less impact than it might have had. Innovations were not continued after the Corps members finished their assignments, with lack of staff and funds cited as the reasons. School principals and teachers generally agreed that the new methods and individual attention increased the learning capability and improved the attendance of many students. Over half the interns who completed the program were hired as teachers in schools serving poor areas. The program had some degree of success in broadening the University's teacher preparation program, with new courses and adaptations of regular courses to make them more relevant to teaching children from poor families. The Teacher Corps programs in Florida could be made more effective through broader dissemination by the State Department of Education of information on experiments and methods used successfully in the program. (MBM)

ED053100 SP005208

Assessment of the Teacher Corps Program at Northern Arizona University and Participating Schools on the Navajo and Hopi Indian Reservations.

Comptroller General of the U.S., Washington, D.C.

1971 41p.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Journal Announcement: RIENOV71

Eleven of the schools in this Teacher Corps program are on the Navajo Reservation and one on the Hopi. Corps members provided individualized instruction and introduced several new teaching methods to make the instruction more relevant to the children's culture. These methods have now been adopted by the regular teaching staff. Corps members also participated in various education-related community activities, and devised and carried out a cultural exchange project with 25 Hawaiian children. Exposure to Indian members, who made up 42 percent of the Corps, gave the children incentive for their own schooling, and about three-quarters of the interns who had completed the program were hired as teachers in reservation schools. The program also broadened the university's teacher education program and fostered a more cooperative relationship among the various colleges in the university. The Arizona Department of Education plans to increase the dissemination of information on successful innovations used by the Corps, and the U.S. Office of Education plans to offer technical assistance through the Corps for evaluation and to cooperate with the department of education as soon as staff are available. (MBM)

ED059172 SP005539

Assessment of the Teacher Corps Program at the University of Southern California and Participating Schools in Los Angeles and Riverside Counties.

Comptroller General of the U.S., Washington, D.C.

Jul 1971 49p.; Report by the Comptroller General of the U.S.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEMAY72

This is the fourth in a series of reports comprising a nationwide review of the Teacher Corps program; it assesses the program at the University of Southern California and participating schools in Los Angeles and Riverside counties. The program focused on the special educational needs of Mexican-American and black children living in the Los Angeles metropolitan area. Corps members worked with individuals or small groups of children who had language difficulties, disciplinary problems, or were slow learners. Some regular teachers adopted corps members' techniques but others believed that the innovations were not of particular benefit. Corps members were instrumental in the development and operation of learning centers which provided elementary school children with materials for developing their knowledge of mathematics, science, and social studies, and which continued operating after the end of the program. Members also organized or participated in community activities. Eighty-two percent of the interns continued in teaching, most in areas serving low-income families. The university developed two teacher preparation programs modeled in some respects on the Teacher Corps program. The General Accounting Office believes the effectiveness of the programs could be increased by the wider dissemination of information on successful experiments and teaching techniques. Related documents are ED 005 208, ED 005 252, and ED 005 140. (MBM)

ED054079 SP005252

Assessment of the Teacher Corps Program at the University of Southern California and Participating Schools in Tulare County Serving Rural-Migrant Children.

Comptroller General of the U.S., Washington, D.C.

25 Aug 1971 55p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Available from: U.S. General Accounting Office, Room 6417, 441 G Street, N.W. Washington, D.C. 20548 ($1.00)

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEDEC71

This report found that Corps members enabled the schools to give more individualized instruction, provide expanded classroom and extracurricular activities, and improve the ratio of students to teachers. Corps members introduced English as a second language, and science and algebra taught in Spanish. School officials and teachers believed that the interns were well prepared for teaching and communicated well with the children. Some believed that the individual instruction and classes taught in Spanish were especially beneficial. The interns assigned to two high schools did not get along well with the faculty, and some were reassigned to elementary schools while others resigned. At one elementary school two full-time regular teaching positions were filled by Corps members, contrary to the requirements of the legislation. As a result of the program the university developed a similar teacher internship sequence in the regular teacher education program to meet the needs of Spanish-speaking children, and a center for studies in rural and migrant education. The report recommends that the Office of Education should monitor the program more closely to ensure that Corps members are correctly used and to help create a cooperative attitude in the participating schools. (MBM)

ED053093 SP005140

Assessment of the Teacher Corps Program at Western Carolina University and Participating Schools in North Carolina.

Comptroller General of the U.S., Washington, D.C.

20 May 1971 46p.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Journal Announcement: RIENOV71

The Teacher Corps program increased the educational opportunities available to pupils in grades to which corps members were assigned, however, the program's impact was not nearly as great as it could have been. Some interns participated in special projects or used new methods of instruction, but few of these activities were continued after the corps members left. Program officials said that manpower and resources were insufficient and that they had not evaluated the activities to identify those that were successful. Officials believed that the program had benefited individual students by reducing the student-to-teacher ratio, and by exposing the children to interns from a variety of backgrounds. Although the program's influence on the regular teaching staff was limited, it was believed that some of the teachers had changed their methods of instruction. Few interns remained permanently in the area because of its isolation, the low salary levels, and the small number of teacher vacancies. University officials believed that the program had contributed to the development of new approaches to student teaching in the regular curriculum. (MBM)

ED102200 95 TM004257

Assessment.

Andrews, Theodore E., Ed.

New York State Education Dept., Albany. Div. of Teacher Education and Certification.; State Univ. of New York, Albany.

1974 130p.

Sponsoring Agency: National Center for Improvement of Educational Systems (DHEW/OE), Washington, D. C.; Office of Education (DHEW), Washington, D.C. Teacher Corps.

Available from: National Dissemination Center for Performance Education, Syracuse University, Syracuse, New York 13210

EDRS Price - MF01/PC06 Plus Postage.

Language: ENGLISH

Document Type: CONFERENCE PROCEEDINGS (021)

Journal Announcement: RIEJUN75

"The Role of the State in Performance-Based Teacher Education-Certification" by Robert Roth creates a context for viewing how state agencies are approaching performance education. Peter Airasian then explores the value questions that are at the heart of evaluation issues. Fred McDonald looks at "The State of the Art in Performance Assessment," and Barak Rosenshine lists recommendations concerning the research dilemmas. James Popham, in three papers, touches on the problems of selecting assessment systems, developing performance tests, and identifying minimal competencies. Del Schalock then details what occurs when "Moving from Conceptualization to Practice in Assessment." Concerning costs and teacher concerns, two educators, Bruce Joyce and Herbert Hite present their conclusions. Beatrice Ward discusses the cost factors involved in developmental work at the Far West Regional Laboratory. Finally two teachers, Sandra Feldman and Bernard McKenna, note their interest in the potential of performance-based teacher education and reveal their most serious concerns. (RC)

ED026172 RC003080

Attitudinal Characteristics of Migrant Farm Workers. First Papers on Migrancy and Rural Poverty: An Introduction to the Education of Mexican-Americans in Rural Areas.

Ulibarri, Horacio

University of Southern California, Los Angeles. School of Education.

1968 52p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Available from: USC Rural-Migrant Center, Room 1002, Phillips Hall of Educ., Univ. of Southern Calif., Los Angeles, Calif. 90007 ($1.00)

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEJUN69

A presentation on socio-cultural-attitudinal characteristics of migrants and the impact of education is one of a series of lectures given during the pre-service phase of a 2-year Teacher Corps training program. An outline of the cultural differences which exist between the Mexican American and the Anglo American reveals differences in personality characteristics and modes of life style. Problems are described which the Mexican American encounters in the process of acculturation, and programs are suggested which are designed to satisfy the needs of the Mexican American and to give him a positive image of his cultural heritage. Interview summaries and schedule, and worksheet scales used in the pre-service phase of the program are included. Related documents are RC 003 081 and RC 003 082. (SW)

ED081863 UD013750

Austin T. Walden Middle School, 1971-72. Research and Development Report, Volume VI, Number 30, April 1973.

Addy, Polly; Turner, Wayne

Atlanta Public Schools, Ga.

Apr 1973 34p.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEJAN74

This report presents evaluations of the supplementary programs at Austin T. Walden Middle School, partially funded under Title I of the 1965 Elementary Secondary Education Act. The Instructional Assistance Program had such goals as: to develop lasting materials that provide a more integrated learning experience for the pupil from the inner city; to develop within the pupil an appreciation of learning and school; to create some situation/experiences which led the pupil to make appropriate decisions; and others. The Career Opportunities Program is a teacher training program. The Title I program provided appropriate and meaningful learning experiences consistent with the performance of pupils as determined by data derived from teacher evaluation, and standard and informal diagnostic instruments. The purpose of the Teacher Corps Program at Walden was to train an instructional team to use competencybased education in the inner-city schools by planning and executing activities according to pupils' needs. Also, the Teacher Corps team sponsored community activities and made the pupils' learning experiences more relevant to the community. The Program for Education and Career Exploration is a guidance program that provided experiences for second and/or third year pupils that will enable them to make realistic educational and career choices at future major decision points. (Author/JM)

ED100937 95 SP008868
Awareness of Self in Relation to Others. Affective 2.0.
Borgers, Sherry B., Comp.; Ward, G. Robert, Comp.
Houston Univ., Tex. Coll. of Education.
10p.; For related documents, see SP 008 803-806, 867, 869-875
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEMAY75

This exploratory module is designed to provide an opportunity for the learner to become more aware of self and to share this awareness with another. Specific activities are described to enable the learner to discover: (a) the sharing of experience; (b) who one is and who one pretends to be; (c) responsibilities that force the learner to say "I should"; (d) the feeling of being blind and the feeling of being a guide; and (e) self-description and description of another. (MJM)

ED100936 95 SP008867
Awareness of Self. Affective 1.0.
Ward, G. Robert, Comp.; Borgers, Sherry B., Comp.
Houston Univ., Tex. Coll. of Education.
8p.; For related documents, see SP 008 803-806, 868-875; Reproduced from Best Copy Available
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEMAY75

This exploratory module provides activities designed to enable the learner to develop an awareness of self. Activities suggest the formation of a group of 12-16 people and the presentation of a statement of self. The group is then subdivided, and participants share their statement after they have completed the following activities: personal inventories; who is the learner in relation to roles, responsibilities, qualities, beliefs, and feelings; where is the learner in relation to his/her life at present; and creation of a collage expressing thoughts, feelings, events, activities, relationships, and themes about the participant's past. (MJM)

ED100864 95 SP008777
Behavior Modification; An Instructional Module.
Sikula, John P.
Toledo Univ., Ohio.
Feb 1972 5p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEMAY75

This paper outlines a seven-step program for helping teacher interns deal with classroom behavioral problems. In step 1, "preassessment of interns," interns indicate a lack of training in the area of behavior modification through discussion and classroom behavior. In step 2, "instructional objectives," interns observe and discuss principles of behavior modification. In step 3, "instructional alternatives," interns who do not attempt to incorporate behavioral modification techniques directly in their teams are encouraged to utilize other strategies to increase desirable classroom behavior. In step 4, "materials," a bibliography of books and films is recommended. In step 5, "postassessment," observation sheets and changes in the frequency of undesirable and desirable behavior are examined. In step 6, "remediation," individual team consultants are employed to implement successfully behavioral modification techniques. In step 7, "student feedback," intern representatives at future seminar-planning sessions are queried about this program. (PD)

ED180962 SP015180
Beyond Field-Based Teacher Education. The Concept of Responsive Inservice Education. Occasional Paper Series No. 5.
Schroeder, Gary; Price, William O.
Murray State Univ., Ky.
1977 20p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Available from: Teacher Corps Project Director, Dept. of Instruction and Learning, Murray State University, Murray, KY 42071 ($0.50)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Kentucky
Journal Announcement: RIEMAY80

Field-responsive inservice education represents a program by which a college of education faculty goes into the field and forms collaborative relationships with individual schools, providing inservice training to teachers in the form of a graduate course, generally leading toward a master's degree. The university field team has access not only to students, but also to real-life situations and children, therefore instruction has direct relevance to actual practice. The major concern in the program is not only the transmission of knowledge and skills, but also the solving of educational problems. This report examines the program and discusses the issues and problems for both the university faculty and the teacher participant. (JD)

ED095148 95 SP008326
Bilingual Education: A Needs Assessment Case Study. Teacher Corps Associates: Resources for CBTE, Number 5.
Dominquez, Fernando
California Univ., Santa Cruz.
1973 17p.; For related documents, see SP 008 322-325 and 327-333
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: TEST, QUESTIONNAIRE (160)
Journal Announcement: RIEDEC74

This paper describes a survey conducted to determine the needs of a group of California teachers who deal with bilingual, bicultural children. The one-page questionnaire listed areas of interest and possible methods to acquire skill in those areas. Areas of interest included developing a workable Spanish vocabulary for teachers to use when presenting math or other subjects and developing an approach to deal with problems in the affective domain such as unconscious cultural clashes and motivation patterns of Mexican-American children. Respondents were asked to select three areas of interest and to check one of the following methods to acquire knowledge in those areas: lectures, seminars, encounter groups, workshops using a variety of methods, small-group discussions, and individual learning packages. Totaled responses are presented in a table. (PD)

ED150611 CS203933
British Writers; Modules for Teacher Corps.
Gilliard, Fred
.1977 23p.; Modules prepared at Idaho State University
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEJUL78

This booklet, containing eight instructional modules on works by major British writers, can be used either within a lower-level literature course for non-English majors or in a survey course for English majors. The first four modules focus on works from the early English period through the Elizabethan Age: "Beowulf," "Sir Gawain and the Green Knight," "Everyman," and "Henry IV, Part I" (Shakespeare). The other four modules concentrate on selections from the seventeenth, eighteenth, and nineteenth centuries, thematically examining the war between the sexes: "The Man of Mode" (G. Etherege), "School for Scandal" (R. Sheridan), "Wuthering Heights" (E. Bronte), and "Arms and the Man" (G.B. Shaw). The various activities in each module are designed to encourage familiarity with the terms, tools, and history of literature and to expose students to poetry, prose, and dramatic literature, as well as to literary criticism. Each module lists objectives and goals, prerequisites, assessment procedures, instructional activities, and suggested readings. Examples of forms for teacher records and evaluations are attached. (RL)

ED141273 95 SP011102
Career Education Module.
Pandolph, Eugene J.; Lipps, John
Pittsburg Univ., Pa. Teacher Corps Program.
11p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIENOV77

This module was designed to help teachers understand the various dimensions of career development and to facilitate their ability to design appropriate learning experiences and activities to enhance their students' development and awareness of a wide range of personal, social, and vocational characteristics. (MM)

ED202165 EA013622
Case Studies of Four Teacher Corps Projects. An Appendix to The Role of the Principal in Change: The Teacher Corps Example.
Rosenblum, Sheila; Jastrzab, JoAnn J.
Abt Associates, Inc., Cambridge, Mass.
Sep 1980 85p.; For a related document, see EA 013 550.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Report No.: AAI-80-100-C
Contract No.: 300-79-0593
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); POSITION PAPER (120)
Geographic Source: U.S.; Massachusetts
Journal Announcement: RIEOCT81

The ways in which principals have influenced or been influenced by four Teacher Corps projects are described and explained in case studies based on field interviews, observations, and a review of the documents produced in the course of the projects. The studies also provide the background both for an analysis of factors affecting the role of the principal and for the compilation of a user's manual for administrators and project staff. The studies were conducted in the second year of a five-year project lifespan. They report the observations of two-person teams who observed their assigned schools for a total of five days during two site visits. Within all four projects, the teams observed changes taking place in the organization, substantive direction, and distribution of authority. (Author/WD)

ED124526 95 SP010126
Catalog of Holdings; Teacher Education Developmental Service Research Library. Addendum to Catalog of Holdings.
Benedict, Marjorie A., Comp.
State Univ. of New York, Albany. Teacher Education Developmental Service.
Feb 1976 198p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC08 Plus Postage.
Language: ENGLISH
Document Type: BIBLIOGRAPHY (131)
Journal Announcement: RIEOCT76

These two lists are the Catalog of Holdings for the Teacher Education Developmental Service (TEDS) and the Addendum to the Catalog of Holdings. TEDS is a group of professional educators skilled and available to assist teacher education consortia in New York State to develop programs in the competency based teacher education (CBTE) format. The library's collection, which includes multimedia materials, is divided into two parts. Part one consists of sample modules from more than 60 sources throughout the United States, while the second part contains general works about CBTE. The catalog of holdings and the addendum are divided in the same way giving separate listings for general works and modules. The modules are grouped according to their place of origin. These sources are listed in alphabetical order by the name of the educational institution or commerical firm by which they were produced. The listing of general works is arranged alphabetically by title, with an author and source number provided. General works have simply been assigned an accession number. The modules are classified by means of a code consisting of an abbreviation of the name of the source. (SK)

ED139763 95 SP011062
CBTE; A New Venture in Teacher Education. Sixth Cycle Report of the Grambling-Ouachita Teacher Corps Program, March 1971-May 1973. Final Report.
Richards, Helen L.
Grambling Coll., La.
1973 130p.; Best copy available
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC06 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEOCT77

A summary report is presented of the Grambling College-Ouachita Parish Sixth Cycle Teacher Corps Project. Designed to improve the educational opportunities available to low-income students and to assist the college in bringing about basic changes in teacher education, the project had as its objectives: (1) to incorporate individually paced activities and personalized learning into the teacher education program; (2) to initiate and implement performance-based professional education at Grambling College; (3) to develop interdisciplinary and field-based teacher education; (4) to operationalize an elementary school with team teaching and differentiated staffing approaches; (5) to operationalize an elementary school with a performance-based curriculum; (6) to develop a competency-based program for team leaders; and (7) to facilitate school-college-community interaction. The document is divided into four sections. Section One describes the following facets of the program for the period 1971-1973: (1) plans for program operation; (2) participant recruitment; (3) faculty training; (4) pre-program orientation; (5) mini-school philosophy and schedule; (6) teacher intern welfare; (7) graduate credit for team leaders; and (8) plans for transition from preservice to inservice. Section Two provides an evaluation of the college, classroom, and community phases of the program. Part Three describes the achievements attained during the program, and a reprint of the "New Venture" brochure developed by the college to describe the program. Section Four provides appendixes including various questionnaires, lists of participants and schools, course requirements, and activities. (MB)

ED134572 SP010759
Certification Through Performance Projects--Emporia Kansas State College Teacher Corps Project: The Performance Project Model for Field-Centered, Competency-Based Post Graduate Certification.
Williams, John; And Others
Emporia Kansas State Coll.
Feb 1977 14p.; Paper prepared for the Association of Teacher Educators Annual Conference (Atlanta, Georgia, February 2-5, 1977)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEJUN77

To more nearly relate teaching skills or enabling competencies to the real performance world of the teacher, the Teacher Corps program at Emporia State College proposes that the intern demonstrate teacher competencies through a series of performance projects in each of five performance areas. These performance areas, selected from the real experience world of the intern, are: (1) facilitating the growth and development of individual students; (2) providing instruction and facilitating group processes with a group of students; (3) promoting a positive climate in the school; (4) facilitating school involvement in the community and community involvement in the school; and (5) communicating ideas and experiences to others in the teaching profession. The individual in training contracts for projects and is responsible to the training team for demonstrating that (1) the objectives of the project were achieved and (2) that a systematic learning process was used in planning and implementing the project. The key to the successful completion of a performance project is the Systematic Learning Process Model involving 12 stages: initial search; debriefing and clarifying goals; data collection and initial write-up; strategy development; consideration of skills and resources; final write-up; competency development; project approval; project implementation; project write-up; project evaluation; and sign-off or recycle. Possible performance projects in each of the five areas are illustrated, and some specific comments about performance projects are presented. (MM)

ED191851 SP016737
Change Studies 1980. A Journal of Research Adaptation.
Teacher Corps Research Adaptation Cluster, Norman Okla.
Journal of Research Adaptation, v2 Jul 1980
Jul 1980 44p.; For related document, see SP 016 212.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Grant No.: 300-78-0466
Available from: Publications Office, University of Oklahoma, 555 Constitution, Room 145, Norman, OK 73037.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: SERIAL (022)
Geographic Source: U.S.; Oklahoma
Journal Announcement: RIEJAN81

Teacher Corps research adaptation projects were linked together as an experiment to determine the processes and problems of applying validated research to the needs of public schools and teacher training institutions. Various papers report the degree of change on populations and institutions caused by the projects. Section one addresses the concept of change with a review of several change models. The second section contains excerpts from five case studies on change, and the third section documents change through process analyses. (CJ)

ED100863 95 SP008776
Chicano Culture (Instructor's Manual).
Esquibel, Antonio; And Others
Houston Univ., Tex. Coll. of Education.
23p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEMAY75

This module provides instructions for implementing the role of facilitator, or middle man, between instructional activities and teacher interns. These suggestions are: (a) read the component and modules carefully, (b) establish evaluation criteria, (c) identify and gather materials and equipment needed for each module, (d) package materials together for each module and place in a central location, (e) identify support personnel, (f) devise a method of keeping track of intern progress and problems, (g) establish grading procedures, (h) schedule regular meetings of all support personnel to disseminate intern feedback, and (i) establish module evaluation procedures. A list of equipment, publications, records, films, and filmstrips and a bibliography of bicultural materials are included. (PD)

ED093846 95 SP008214

Children's Literature. Adams State College.

Myers, Susan L.

Adams State Coll. of Colorado, Alamosa.

.1972 60p.; Paper prepared for the Adams State College Teacher Corps Program; For related documents, see SP 008 208-213 and 215

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Grant No.: OEG-0-73-1039(715)

Available from: Adams State College, Alamosa, Colorado 81101 (No price quoted)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIENOV74

This is one of a series of eight Teacher Education Modules developed by Adams State College Teacher Corps Program. The dual purpose of these modules is stated as follows: trying to understand children and their needs and becoming familiar with and developing criteria for evaluating children's literature. The objectives of the modules, which are listed, stress acquisition of definitions, background, standards, techniques, understanding of children's needs, and overall selection ability as related to children's literature. Specific assignments, such as the accumulation of cards for each book covered in this course, are outlined. The module is then divided into eight units; each unit includes a brief introduction identifying the subject and general procedure, a list of general readings, and a list of references. The eight units are as follows: Understanding Children and Their Needs; Classics; Picture Books; Traditional Literature--Folk Tales, Fairy Tales, Myths, Legends and Fables; Fantasy; Fiction: Historical and Realistic; and Poetry. There are two appendixes: Literary Definitions and An Annotated Bibliography of Selected Selection Aids, which is subdivided into Basic Lists, Specialized Lists, and Aids Reviewing Non-Print Media. (JA)

ED141272 95 SP011101

Classroom Management and Module.

Johnston, Judy; Barbour, Ken

Pittsburg Univ., Pa. Teacher Corps Program.

31p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIENOV77

This module facilitates acquaintance with the application of behavioral principles in the classroom. It contains: (1) a pretest; (2) knowledge-based objectives and enabling activities; (3) demonstration-based objectives and enabling activities; (4) instructional personnel decision points; (5) two models demonstrating use of the module; (6) instructional personnel activities; (7) an observation form; and (8) a flow chart. (MM)

ED182023 PS011175

Classroom Management: Teaching Techniques and Strategies for Dealing with Discipline Problems.

Atlanta Teacher Corps Consortium, Ga.

.1978 78p.; Pages 105-109 of the original document are copyrighted and therefore not available. They are not included in the pagination

Available from: Atlanta Teacher Corps, 2930 Forrest Hill Dr., S.W., Atlanta, GA 30315 ($1.00; 10 or more copies, $0.50 each)

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052)

Geographic Source: U.S.; Georgia

Journal Announcement: RIEJUN80

Techniques and activities for effective classroom management are presented in this module. The stated objectives of the module are to promote appropriate student behavior, to develop good interpersonal relationships and a positive socioemotional climate, and to establish and maintain a productive classroom organization. Samples of pre-post assessment instruments are included for student self-evaluation, student interest inventory, and teacher or administrator self-evaluation. A profile of the typical disruptive student is also included. Learning tasks and activities are presented for brainstorming, role playing, contracting, utilizing a rewards program, employing a buddy system, communicating, clarifying values, exploring self concept (Maslow), and following a positive discipline model (Glasser). Types of control techniques are examined briefly and classroom organization is touched upon. General tips for being a good classroom manager and specific tips for managing inner city classrooms are offered. A list of printed and audio-visual resources is included. (JMB)

ED110440 95 SP009431
Closing the Knowledge Gap; CBTE Programs as a Focus and Context: Research in Education.
Schalock, H. Del; And Others
Multi-State Consortium on Performance-Based Teacher Education, Albany, N.Y.; National Consortium of Competency Based Education Centers, Toledo, Ohio.
Mar 1975 65p.; A Position Paper of the Consortium of CBE Centers
Sponsoring Agency: National Center for Improvement of Educational Systems (DHEW/OE), Washington, D. C.; Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: BOOK (010)
Journal Announcement: RIEDEC75

The purposes of this booklet are (a) to suggest the kinds of research needed to close the knowledge gap that now exists with respect to competency based teacher education (CBTE), (b) to build a case for CBTE programs as contexts for research in education and teacher education, and (c) to outline a framework for proceeding with basic research in these areas. The booklet outlines four different kinds of studies that need to be undertaken. These are (a) studies of alternative approaches to the mastery of teaching competencies; (b) studies to collect information to facilitate broad policy-level decisions about CBTE; (c) studies to search for new constructs and new ways of measuring constructs, to test models, and to search for principles of instruction that can be applied to teacher education; and (d) studies to describe the development, structure, operation, and/or diffusion of programs. The remaining sections of the booklet deal with how CBTE programs can be organized so as to function as contexts for research as well as training, and how the program of research might best be implemented. Two examples of programs which are now functioning as research contexts are described, and a plan for implementing the research and documentation program being called for is outlined. An appendix is included which describes a competency based teacher education project for the Consortium of Southern Colleges for Teacher Education. (RC)

ED151327 95 SP012301
Collaboration for Inservice Education: Case Studies.
Pipes, Lana, Ed.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Feb 1978 54p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEJUL78

The seven case studies presented in this publication are representative of successful programs for the professional development of practicing teachers. They were selected to give a sampling of the variety in programs underway across the country. Two describe teacher centers jointly operated by a school system and a university; another, a Teacher Corps project involving an R&D laboratory with the university/school district collaboration. Two originated in the staff development offices of public school systems, but differ markedly in their structure: one of these works primarily with a single school site and a single university center toward a specific goal; the other uses the resources of community agencies, area higher education institutions, and individuals for a multitude of discrete offerings. Two programs feature cooperation among several universities; in both of these programs, the roles of teacher organizations, administrator associations, school districts, and state department of education are essential components. The final case study describes the concept of a two-year internship or residency for beginning teachers, how it may be funded, organized, and governed. (Editor/JD)

ED190557 SP016508
Collaborative Decision Making.
Smith, Hayden R., Ed.
California Teacher Corps Network, San Diego.; San Diego State Univ., Calif.
Networks, v1 n1 Spr 1978
1978 50p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: SERIAL (022)
Geographic Source: U.S.; California
Journal Announcement: RIEDEC80

This publication features sixteen articles that focus on the theme of collaborative decision making. The articles are concerned with: 1) effects of the lack of collaboration; 2) the trust, distrust, and political reasons behind collaboration; 3) collaboration as a critical democratic process; 4) mandated public school and community cooperation; and 5) collaboration and nontraditional education. Also included are descriptions of several programs sponsored by the Teacher Corps. (CJ)

ED100856 95 SP008766
Communication via Chalkboard and on Paper. TLA-100.00 (F.U.F.).
Hardison, Margaret J.
Fordham Univ., New York, N.Y.
7p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEMAY75

The purpose of this cluster of learning modules is to increase the teacher intern's understanding and skills with regard to his role as a communicator. The cluster contains three modules: (a) objectives for teaching handwriting, (b) methodology of manuscript writing, and (c) practice teaching of manuscript handwriting. Each module contains a statement of the module objective, prerequisites for the module, instructional activities, and pre- and pdstassessment procedures. Objectives for the three modules included in the cluster are to enable the teacher intern to (a) formulate a rationale for handwriting and test its appropriateness, (b) analyze the methodology of teaching manuscript handwriting, and (c) synthesize the methodology of teaching manuscript writing and the skill in forming letters by teaching a manuscript handwriting lesson to peers. (HMD)

ED100938 95 SP008869
Communication: Listening and Responding. Affective 4.0.
Borgers, Sherry B., Comp.; Ward, G. Robert, Comp.
Houston Univ., Tex. Coll. of Education.
20p.; For related documents, see SP 008 803-806, 867, 868, 870-875
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEMAY75

This module is designed to provide practice in listening effectively and in responding to messages sent by another. The module is divided into two sets of activities, the first is the formation of a triad enabling the student to investigate the following: do you listen, listening and the unrelated response, incomplete listening, listening for truth, and listening to another. The second category permits the student to work individually on listening and response styles. Worksheets are provided. (MJM)

ED100939 95 SP008870
Communication: Nonverbal. Affective 5.0.
Borgers, Sherry B., Comp.; Ward, G. Robert, Comp.
Houston Univ., Tex. Coll. of Education.
7p.; For related documents, see SP 008 803-806, 867-869, 871-875
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEMAY75

This exploratory module is designed to provide practice in nonverbal communication. Activities permit the student to communicate messages nonverbally and also to observe the nonverbal messages of a discussion group participant. Questions for group discussion concerning nonverbal communication are indicated. (MJM)

ED100940 95 SP008871
Communication: One-Way and Two-Way. Affective 6.0.
Ward, G. Robert, Comp.; Borgers, Sherry B., Comp.
Houston Univ., Tex. Coll. of Education.
8p.; For related documents, see SP 008 803-806, 867-870, 872-875
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEMAY75

This module is designed to give the learner the opportunity to experience the difference between one-way and two-way communication. Activities in both types of communication are presented and reviewed in group discussions as they relate to feelings, timing, and accuracy of response. (MJM)

ED203478 EA013668
Community Based Education Activities in Southeastern Region Teacher Corps Projects.
White, Martha; Bonney, Nancy
Georgia Univ., Athens. Southeastern Teacher Corps Recruitment and Community Technical Resource Center.
Aug 1980 78p.
Sponsoring Agency: Office of Education (ED), Washington, D.C. Teacher Corps.
Contract No.: 300-79-0311
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Georgia
Journal Announcement: RIENOV81

To gather information on the community councils mandated for each Teacher Corps project, this pilot study surveyed 34 project directors and council chairpersons in 24 southeastern projects initiated in 1978 and 1979. The study's questionnaires asked about community council elections, membership, training, leadership, meetings, procedures, interest levels, project involvement, and relationships with the community and the project's policy board. Results showed that all community councils were chosen in community-wide elections, that their members were mostly women and parents, and that they all had standard operating procedures and some involvement in project governance. They also shared similar problems involving council members' attendance, interest, and understanding of the council's role. Those councils started in 1979, however, had consistently higher levels of project and community involvement, council member attendance, and communication with the project policy board than did councils started in 1978. The explanation of these differences may lie in the 1979 councils' earlier elections and training and their use of associate members for broader community representation. (RW)

ED203480 EA013670
Community Based Education Sourcebook.
Bonney, Nancy, Ed.; White, Martha, Ed.
Georgia Univ., Athens. Southeastern Teacher Corps Recruitment and Community Technical Resource Center.
Jul 1980 137p.; Some pages may not reproduce clearly due to colored ink used in original document.
Sponsoring Agency: Office of Education (ED), Washington, D.C. Teacher Corps.
Contract No.: 300-79-0311
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); CONFERENCE PROCEEDINGS (021); GENERAL REFERENCE (130)
Geographic Source: U.S.; Georgia
Journal Announcement: RIENOV81

Speeches and resource materials from the 1979 Teacher Corps "Community Council Chairpersons' Workshop" in Atlanta have been compiled in this sourcebook. Four major speeches, including one by then Teacher Corps Associate Director Robert Ardike, provide the rationale for community involvement in Corps projects, discuss the history and structure of community involvement, offer strategies for leadership skills, and define the concepts of planning, implementation, and evaluation in everyday terms. The resource materials are for use in Corps projects as well as in understanding the conference proceedings. Among the resources are the conference agenda, lists of conference presenters and participants, basic information on the Corps and community-related issues, guides to developing planning and leadership skills, and bibliographies of printed resources. (Author/RW)

ED202175 EA013634
Community Councils: 5 Steps to Success.
Butler, Willie M. J.; Parker, Donald W.
Howard Univ., Washington, D.C. Eastern Teacher Corps Recruitment and Community Technical Resource Center.
.1980 61p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Contract No.: 300-79-0312
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: AUDIOVISUAL MATERIAL (100); NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEOCT81

Combining cartoons with brief narratives, this handbook identifies the five steps for developing the community councils mandated for each Teacher Corps project. The five steps are (1) establishing the community council as an organization, (2) identifying short-and long-term goals, (3) expanding community involvement, (4) training council members and the Teacher Corps volunteer, and (5) practicing shared governance. Included in the discussion of these steps are Teacher Corps structures and requirements, leadership needs and styles, information needs, council functions, community and Teacher Corps objectives, and ways of building community support. (RW)

ED121708 95 SP009855
Community Involvement in Teacher Education: A Study of the Models.
Masla, John A.; Royster, Preston M., Ed.
ERIC Clearinghouse on Teacher Education, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Teacher Corps.
Feb 1976 93p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Document Type: BOOK (010)
Journal Announcement: RIEAUG76

The author states in the opening pages of this paper that community involvement in educational programming, whether for children's learning or teacher training, is an absolute necessity for the development of alternative strategies and solutions for present and future educational problems. The paper reviews some of the ongoing attempts to maintain a broad base of community involvement in teacher education programming. There are discussions of a number of models as typified by selected programs, followed by program descriptions by representatives of the respective programs. The models under consideration are (1) Teacher Corps; (2) Urban/Rural School Development Program; (3) Follow Through Program; (4) Community School Concept (Mott Foundation); and (5) The Home School Institute (Trinity College). A community component matrix is utilized as a guide for study and consideration. The paper ends with the author's conclusions and recommendations. (JA)

ED190558 SP016509
Community Involvement.
Smith, Hayden R., Ed.
California Teacher Corps Network, San Diego.; San Diego State Univ., Calif.
Networker, v2 n1 Spr 1979
1979 51p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: SERIAL (022)
Geographic Source: U.S.; California
Journal Announcement: RIEDEC80

This publication features thirteen articles on community involvement. Several programs and individuals concerned with the role of the community in educational development and improvement are discussed. The main points made in all of the articles are: 1) research on community involvement appears limited, and 2) research "experts" are grass roots people and many academicians tend to shun or fear community involvement. Several programs sponsored by the Teacher Corps are also described. (CJ)

ED042700 24 SP004123
Community Participation in Teacher Education: Teacher Corps and the Model Programs. GEM Bulletin 70-4.
Bauch, Jerold P.
Georgia Univ., Athens. Coll. of Education.
Jul 1970 6p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.: BR-9-0477
Contract No.: OEC-0-9-200477-4043
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEJAN71

An expressed purpose of the Teacher Corps program is to encourage and assist changes in teacher education directed toward better ways to prepare teachers for work in areas of concentration of low-income families. Too often community involvement in such programs takes place after most decisions and plans have been made. As the 1970-72 Teacher Corps Guidelines are followed, most of the new proposals for training interns will reflect the movement toward competency-based programs. And since the Model Elementary Teacher Education Programs meet this condition, there will be a close cooperation between the Models and Teacher Corps. The effective preparation of Teacher Corps interns requires participation by the local community in the planning of that prepatation. The Model Programs, through their various provisions for local responsiveness, provide an excellent vehicle for accomplishing these desired outcomes. As one example, the Georgia Educational Model allocates a segment of the continuing inservice education of the teacher to cooperative planning by the local community, the teacher and the school system. All three of these would also share in the implementation of the proficiency modules, and university credit is designated for these "local-conditions" modules. The past has shown that community participation is vital. The present indicates that exciting new models can effectively facilitate that participation. (JS)

ED174724 UD019653
Community Participation in Urban Public Schools; An Overview of Issues.
Tolliver, J. Howard
1979 21p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: POSITION PAPER (120)
Geographic Source: U.S.; Maryland
Journal Announcement: RIEDEC79

The issues addressed in this paper include: (1) various views of what constitutes a community; (2) the controversy over the quantity, kind, and division of decisionmaking powers allotted to community action groups; (3) arguments against and in favor of community participation; (4) characteristics which prohibit citizen participation among disadvantaged groups; (5) the benefits of community participation; and (6) administrative roadblocks to community participation. Specific programs such as community schools and the Teacher Corps which encourage parent and community involvement in educational planning are also examined. (EB)

ED109097 95 SP009346
Community-Based Education Component: A Rural Experience.
Mook, John E.
Emporia Kansas State Coll.
Jul 1975 33p.; Presented at the Ninth and Tenth Cycle Teacher Corps National Conference
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIENOV75

This report summarizes the programs and processes used by Sixth and Eighth Cycle Teacher Corps projects at Emporia Kansas State College in the formulation of community-based education programs. Functions of the programs include the following: (a) to broaden the base of educational experiences for children, (b) to involve members of the community in the educational process in order to give credence to the idea that education continues throughout life, (c) to extend and coordinate existing social services to insure that help gets to those who need it but who are uninformed about their options, and (d) to give the broadest possible base to a community's knowledge of what the educational process is by involving community people as teachers and learners. In order to determine community needs, the following methods were employed: (a) application of community dynamics studies of the target communities and their populations, (b) surveys, and (c) development of instruction which was conceived, organized, and implemented by community people. In order to evaluate the program, a survey and discrepancy evaluation were used by the Teacher Corps teams to determine achievement of objectives. (A set of appendixes discussing individual programs, including a sample proposal, are included.) (JS)

ED094032 UD014347
Community-Based Education: A Teacher Corps Modularized Manual for Community Development.
Texas A and I Univ., Laredo.; Zapata Independent School District, Tex.
1974 77p.
Available from: Texas A & I University, Box 537, Laredo, Texas 78040 (No price)
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIENOV74

One of the expressed aims of the Teacher Corps project is to encourage community members to develop their own potential for self-development. The present course on Community-Based Education (CBE) has been constructed with this goal in mind. The central issues of the course are presented in modularized format in an attempt to guide the first steps of corps members already committed to the task of stimulating projects of community development directly related to education. This guidebook, however, is not organized to provide information on the community per se; it is to suggest methods for the collection of such information and to help in the planning of strategies for decision-making and action. Methodologically, the course is addressed to coordinate the aims of the CBE component with the realities of community needs, priorities, and resources in the educational field, and to elucidate the role of the intern in this process. The modules in this manual are designed to shed light on the problems and prospects of community development in South Texas; they have also been sensitized to reflect the perceived needs of depressed rural communities in the Southwest. The main issues, however, derive from the fieldwork experiences of the interns of the Seventh Cycle in Crystal City, Texas and the communities of Zapata County, Texas. (Author/JM)

ED095151 95 SP008329

Competencies Essential for Diagnosing Reading Difficulties. Teacher Corps Associates: Resources for CBTE, No. 6.

Blount, David

Atlanta Teacher Corps Consortium, Ga.; Wisconsin Univ., Madison. Teacher Corps Associates Program.

1973 42p.; For related documents, see SP 008 322-333

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEDEC74

This paper provides statements of teacher competencies that are essential for diagnosing reading difficulties of learners. These statements are organized into three orders of teaching competencies. First-order statements describe in broad terms eight kinds of teaching competencies related to diagnosis of reading difficulties. Second-order statements list for each of the first-order statements the next level of specificity of performance. Third-order statements describe the next higher level of specificity of the intended communications of second-order statements. The author states that the lists are incomplete and untested and that more accurate lists will evolve. An 11-item bibliography is included. (PD)

ED095152 95 SP008330

Competencies for a Hopi Reservation Teacher: Hopi Background Competencies for Teachers. Teacher Corps Associates: Resources for CBTE, No. 7.

Kalectaca, Milo

Northern Arizona Univ., Flagstaff.; Wisconsin Univ., Madison. Teacher Corps Associates Program.

1973 40p.; For related documents, see SP 008 322-333

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEDEC74

This module cluster is designed to enable intern teachers to acquire knowledge of the Hopi village and tribal government, community and service agencies, history, value system, religion, and education. The rationale for the module cluster is based on the assumption that the reservation teacher is totally unaware of the Hopi child's culture, history, and language. This cluster contains the following modules: community description, community history, community value system, community religion, and community education. For each module, the following information is given: objectives, prerequisites, pre-assessment, instructional activities, post-assessment, and remediation. Also included in this module cluster are a list of suggested resources and flow chart of the intern's progress through the various modules. (JA)

ED100867 95 SP008780

Competencies for Observation and Evaluation of Interns and Student Teachers.

Northern Arizona Univ., Flagstaff.

1972 26p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: TEST, QUESTIONNAIRE (160)

Journal Announcement: RIEMAY75

This document contains an instrument and procedures designed for the observation of Teacher Corps interns. The instrument covers four areas: (a) academic preparation, instructional preparation, and preparation to meet community needs and expectations; (b) instructional performance and performance in the community; (c) student success and attitudes; and (d) professional behavior. Prior to observation, the observer and intern confer to review the instrument, establish specific areas of observation, and review lesson or unit plans. During the observation the observer should concentrate totally on the performance of the intern and objectively record all observable behavior agreed on during the preobservation conference. After the observation, a session should be held to review thoroughly all data recorded by the observer in order to evaluate the performance of the intern and to determine remediation that may be required. The intern and observer then jointly prepare a summary sheet of the evaluation which emphasizes desirable behavior and levels of competency and includes agreed-on remediation stated in behavioral terms. (HMD)

ED141355 SP011247

Competency Area: Instructional Strategies.

Johnson, James R.; Hersh, Richard H.

1973 60p.; Best copy available

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIENOV77

This module and the associated activities are designed to assist the student teacher in recognizing and in implementing three different instructional strategies. The competencies to be acquired are in lecture-recitation, guided discussion, and inquiry. Readings and activities are directed in such a way as to assist students to understand the implications of various instructional behaviors employed in the classroom. The student in this module observes, listens, and participates in the classroom, in the field, and independently. (JD)

ED092522 SP008111

Competency Based Education and the Culturally Different: A Role of Hope, or More of the Same?

Mazon, Manuel Reyes; Arciniega, Tomas A.

May 1974 28p.; Preliminary draft prepared for American Association of Colleges for Teacher Education (Washington, D. C., May 1974)

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: MISCELLANEOUS (999)

Journal Announcement: RIEOCT74

Competency-based teacher education is a positive force for change which offers educators, university scholars, and students the opportunity to collaborate and to become meaningfully involved in determining the education process. To the culturally and linguistically different, it offers the hope that the monolingual, monocultural nature of American schools will change in ways that will allow them more equal opportunity. Competency-based education has two attractive features for the linguistically and culturally different: (a) it assures fairness because it is a collaborative effort involving the school and the community and (b) its evaluation method is diagnostic and prescriptive rather than judgmental. The Community, Home, Cultural Awareness, and Language Training (CHCALT) model is an example of a competency-based program designed to meet the needs of the linguistically and culturally different. The model was developed for Teacher Corps and is to be implemented in the School of Education at San Diego State University as a program for a Specialist Credential. The CHCALT teacher training model is divided into four basic components: (a) Philosophy of Education for the Culturally and Linguistically Different; (b) Sociocultural Awareness--Home and Community Based; (c) Oral Language and Assessment Techniques; and (d) Diagnostic and Prescriptive Strategies. (HMD)

ED183559 SP015798

Competency Based Education: Toward Improving Patterns of Instruction.

Franc, Lillian H.; And Others

1978 211p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

Grant No.: G0075-20273

Available from: New England Teacher Corps Network, Box 550, Durham, NH 03824

EDRS Price - MF01/PC09 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); RESEARCH REPORT (143); BOOK (010)

Geographic Source: U.S.; New Hampshire

Journal Announcement: RIEJUL80

This book is designed as a basic text for gaining an understanding of competency-based education. Part one presents an overview of competency-based teacher education focusing in particular on the instructional component. An outline of the general characteristics of competency-based programs is followed by a summary of the social and historical antecedents of the competency-based movement. Part two presents a rationale for the development of the competency-based approach in preservice and inservice programs. Sample module clusters are included. The concluding section examines the future of competency-based teacher education and its potential impact on the profession. (JD)

ED146123 95 SP011728

Competency Based Teacher Education. Improving Learning Opportunities. IMPACT Series, No. 4.

Lincoln Public Schools, Nebr.; Nebraska Univ., Lincoln. Teachers Coll.

1977 24p.; For related documents, see SP011 878-84

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

Contract No.: OE 600-750-3580

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEMAR78

This booklet, the fourth in a series of eight reporting on the tenth-cycle Teacher Corps program conducted by the University of Nebraska and the Lincoln Public School System, describes the rationale behind the selection of a competency-based teacher education format as major program emphasis and the development of twenty-three recommended competencies. Six phases involved in the teacher education program are presented: competency development, demonstration, assessment, teacher placement and certification, and staff development. Guidelines for the assessment of the competencies are also presented. Appendices to the booklet provide: (1) format for a competency demonstration profile; (2) representative pages from indicator sheets of teacher competencies; (3) a sample competency profile summary for the twenty-three competencies; (4) a sample teacher competency profile; (5) a student teaching reference sheet; and (6) a sample appraisal form for the Teacher Corps Intern. (MJB)

ED065483 24 SP005810
Competency-Based Education Development Project. Final Report.
Estes, Kenneth A.
Dec 1971 23p.
Sponsoring Agency: National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No.: BR-0-8060
Grant No.: OEG-0-70-4537(715)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIENOV72

The purposes of the project at Western Kentucky University were a) to serve as a data-collection agency for the National Project, b) to assist the Teacher Corps faculty in developing competency-based instruction, and c) to monitor the effectiveness of the competency-based instruction provided by the teacher education faculty. Three indicators to ascertain the degree of success were employed: a) intern feedback, b) organization of a competency-based curriculum and c) degree of faculty involvement. Measurement instruments included a questionnaire, opinionnaire, and interviews administered to 36 Teacher Corps Interns. Although 11 of the 36 original Teacher Corps Interns terminated their association with the program for various reasons, it is the feeling of the Teacher Corps directors that if the competency-based program had been instituted earlier in the program, it would have met with greater success. Data obtained suggested that the interns developed a positive overall feeling toward competency-based instruction and the program. Intern responses indicated that they "agreed" that competency-based education was superior to traditional education. The project stimulated seven of the teacher education faculty to become involved in competency-based teacher education. Appendixes are included. (Author/MJM)

ED061179 SP005627
Competency-Based Education Development Project. Final Report.
Lougheed, Jacqueline I.
Michigan State Univ., Rochester. Oakland Univ.
Aug 1971 42p.
Sponsoring Agency: National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No.: BR-0-8062
Grant No.: OEG-0-70-4536
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEJUL72

This study investigated a competency-based project for instructing teacher corps interns. The specific goals for the project were to develop and use competency-based instructional materials. The specific objectives were a) to bring about role changes for faculty, b) to change from course structure to instructional modules and varied learning environments, c) to develop a competency-based curriculum with stated objectives and performance criteria, d) to provide for greater interdisciplinary involvement in teacher education programs and, e) to create more effective prototypic evaluation schema. Interns were asked to respond at three times during their training comparing ideal competency-based programs with traditional programs. In each case the ideal competency-based program was rated much higher. Twice the interns were asked to rate the Oakland University Programs and both times they gave high ratings. Staff members in the Oakland University Teacher Corps Project were asked to review the program's ability to achieve the goals of the project. The response was favorable in every situation. The study attests to the value of competency-based instruction. Appendixes include a response form and an observation sheet used during the study. Also provided is a prospectus for a modular program to present literature to children. (MJM)

ED090178 SP007907
Competency-Based Teacher Education: A Beginning.
Brent, George; And Others
Glassboro State Coll., N.J.
1972 8p.; See related documents SP 007 908-913, SP 007 915-918, SP 007 920-921, and SP 007 933
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEAUG74

This document describes the competency-based teacher education program developed as a joint effort between Glassboro State College and the Camden City School System in a Teacher Corps project. The following competencies for elementary teachers, developed for the project, are listed and described: a) competence in instructional skills, b) competence in learning theory, c) competence in materials and programs, and d) competence in establishing a positive school environment. The competencies are taught through the use of module clusters; the design of module clusters is described. (JA)

ED098145 95 SP008486
Competency-Based Teacher Education: An Overview.
Weber, Wilford A.
Syracuse Univ., N.Y. School of Education.
Oct 1970 14p.
Sponsoring Agency: Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.; National Center for Educational Research and Development (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Teacher Corps.
Available from: Script, slides, and audio tape are available from Dr. Wilford Weber, Education Building 450, University of Houston, Houston, Texas 77004 ($52.00, payable to Dr. Weber)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: MISCELLANEOUS (999)
Journal Announcement: RIEMAR75

This is a script that was designed for a set of mediated materials intended to introduce the concepts which are basic to competency-based teacher education (CBTE). The materials consist of 115 35mm slides, a 22-minute cassette audio tape, and this script. Each page contains two columns: one for visual descriptions, the other for audio. The audio description defines knowledge, product, and performance criteria; compares competency-based programs to traditional programs; defines instructional and expressive objectives; and describes the use of instructional modules. Finally, the audio stresses the advantages of the field-based component of CBTE as opposed to traditional programs. (JA)

ED191743 SE032874
Conservation Activities Related to Energy: Energy Activities for Urban Elementary Students, K-6.
Schmidt, Joan S.; And Others
Beaver Coll., Glenside, Pa.; Office of Education (DHEW), Washington, D.C. Teacher Corps.; Philadelphia School District, Pa.
1980 161p.
Sponsoring Agency: Department of Energy, Washington, D.C. Office of Education, Business and Labor Affairs.
Grant No.: DE-FG05-80IR10958
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIEJAN81

Presented are simple activities, experiments, and demonstrations relating to energy conservation in the home. Activities are divided into four areas: (1) kitchen, (2) house, (3) transportation, and (4) heating and cooling. The material has been designed to require a minimum of preparation. Activity and game masters are provided. Activities may be adapted to meet individual skill levels of students. Theory is presented to lead logically to practical applications. (Author/RE)

ED196844 SP016492
Consultant Training Workshop for Change Agents. Participant's Manual.
Carroll, Larry; And Others
Rocky Mountain Teacher Corps Network, Landers, Wyo.
59p.; Not available in paper copy due to small print.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Wyoming
Journal Announcement: RIEMAY81

This manual is designed for use in a workshop on leadership training. A discussion is given on the interaction between individuals that produces change in both personal behavior and gradual changes in organizational structures. Theories are presented on methods of bringing about desired change. The major theory under consideration is that of using the human life cycle as an example of gradual change, from the complete immaturity of the infant to the independent maturity of the adult. It is suggested that developing a style of leadership, similar to the parent-child relationship, that takes into consideration the individual growth and development of workers will lead to successful organizational growth and increased personal job satisfaction. Included in this manual are group activities for increasing decision making skills, a leader effectiveness model, and suggested methods of self analysis for leadership potential. (JD)

ED203543 EC132807

Consultant Training Workshop: Facilitator's Manual.

Carroll, Larry; And Others

Rocky Mountain Teacher Corps Network, Landers, Wyo.

.1980 19p.; Print is small. For related documents, see EC 132 801-809.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Wyoming

Journal Announcement: RIENOV81

The facilitator's manual outlines a workshop schedule for training consultants in special education. The workshop is divided into two phases (change and leadership) with units which cover the following topics: resistance to change or to the change agent, levels of change, the change cycles, change processes, competition and confrontation, two dimensional/trait versus situational leadership, the Ohio State study to define empirically leadership behavior, and the effectiveness dimension of leadership. Step by step directions give alloted times for conducting various workshop activities. (SB)

ED182802 EA012363

Context and Research Plan for Analysis of Interventions in a Two-Year Study of Innovation Implementation.

Hord, Shirley M.

11 Apr 1979 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francirco, CA, Apr. 8-12, 1979)

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)

Geographic Source: U.S.; Texas

Journal Announcement: RIEJUL80

This paper reviews objectives, methodology, and data analysis procedures of a study concerning educational innovation. This research, part of the Procedures for Adopting Educational Innovations (PAEI) Program at the University of Texas at Austin, was undertaken to study interventions and their effects. It was considered a first step in determining what actions can be taken to assist individuals in their efforts at implementing an innovation. The initial objective of the research was to develop a taxonomy of interventions. The particular innovation looked at in the study was a Teacher Corps Project located in a junior high school in a university town. An onsite ethnographer documented interventions at the site and these data were utilized to conceptualize and characterize the emerging taxonomy of interventions. Tentative classification categories were defined using field data. In accomplishing this task, definitional and conceptional issues were the focus of dynamic interactions of the program staff with each other and with the qualitative and quantitative data. A procedure was developed for reducing the data and at the same time isolating each intervention for further study. (Author/JM)

ED146167 95 SP011880

Contracting: A New Team Approach. Improving Learning Opportunities: IMPACT Series, No. 3.

Lincoln Public Schools, Nebr.; Nebraska Univ., Lincoln. Teachers Coll.

1977 15p.; For related documents, see SP011 878-84 and 728

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

Contract No.: OE 600-750-3580

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEMAR78

This booklet is the third in a series of eight reporting on the tenth-cycle Teacher Corps program in the Lincoln, Nebraska public school system, and details the role contracts and contracting play in the learning process. Key concepts in contracting are enumerated and specific processes are discussed as they relate to instructional contracts, community contracts, and school-university contracts. The Contract Request Form (Appendix A) and the Contract Form (Appendix B) provide a means of recording the contracting process. Evaluation is recorded on individual and group profile forms (for learners) and on the Teacher Competency Profile (for teachers). (MJB)

ED129805 95 SP010520

Costs, Benefits and/or Liabilities Model for the Western Washington State College Teachers Corps Teacher Designed Inservice Project.

McIntyre, Patrick J.

Western Washington State Coll., Bellingham.

Sep 1976 60p.; For related document, see SP 010 521

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEFEB77

The Western Washington State College Teacher Corps Project (WWSC/TC) has developed a teacher designed inservice model as part of its Ninth Cycle program. The model is based on a collaborative approach to inservice education, in which the teacher is able to draw on the resources of an institution of higher learning, a local education association, and a teacher association for design, implementation, and evaluation of his/her inservice model. The purpose of this document is to describe the preparation and present state-of-the-art of the cost benefit model for the inservice project. The term "cost" signifies the specific dollar value that might be assigned to an activity or material. "Benefit" and "liability" indicate value judgments placed on institution, training, environment, or programs of interest to teachers and/or administrators, for which a dollar amount cannot be assigned. The document (1) reviews the cost, benefit, and liability model for the individual teacher contracts and discusses budget and funding sources; (2) reviews cost, benefits, and liabilities for the inservice consortium, with a discussion of its fundings and functions; (3) reports on some initial cost studies in which the models have been applied; and (4) comments on the application of cost studies to the WWSC/TC model. Three appendices are included: (1) a sample teacher contract; (2) a catalogue description for a problem-solving practicum in action research to identify specific needs of a target school; and (3) a general fund expenditure classification for the model. (MB)

ED207936 SP018338

Course Syllabus for Grades 10-12, Art. Art 2 + 3.

Henry County Public Schools, Tenn.; Murray State Univ., Ky.

1980 19p.; For related documents, see SP 018 337 and SP 018 355-356.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Tennessee

Journal Announcement: RIEFEB82

This course syllabus is one of over 80 developed and written by the Henry County School System (Tennessee) as part of a Teacher Corps demonstration project. These syllabi provide specific descriptions of what is to be learned and at what level the student is expected to perform. The art course described here is available for students who have completed two semesters of art or its equivalent. The time frame for the lesson units is: (1) basic design, five weeks; (2) drawing, three weeks; (3) acrylic and oil painting, five to six weeks; (4) sculpture, three weeks; (5) ceramics, six weeks; (6) printmaking, three weeks; (7) commercial design and graphics, three weeks; (8) textiles and weaving, four weeks; and (9) art history and appreciation, one to two weeks. Unit objectives, student responsibilities, and learning activites are outlined, as well as equipment, media materials, and community resources for additional supplies. The student evaluation procedure is explained, and includes classroom observation, discussion, and tests. (FG)

ED207935 SP018337

Course Syllabus for Grades 9-12, Art. Art I.

Henry County Public Schools, Tenn.; Murray State Univ., Ky.

1980 13p.; For related documents, see SP 018 338 and SP 018 355-356.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Tennessee

Journal Announcement: RIEFEB82

The syllabus described here is one of over 80 developed and written by teachers in the Henry County School System (Tennessee) for subjects taught in grades 7-12 as part of a Teacher Corps demonstration project. The purpose of the project is to assist students in achieving a minimal competency in their courses by stating the specific requirements for each course at each grade level. The course outlined here is a one-year beginning art program with sections on: (1) design elements; (2) two-dimensional design fundamentals; (3) organizing and drawing visual images; (4) painting; (5) commercial art; (6) printmaking; (7) ceramics, basketry, and sculpture; and (8) art history. A section on craft techniques is optional. Learning materials are listed, and the student evaluation criteria and methods of reporting to students and parents are described. (FG)

ED207938 SP018356

Course Syllabus for Grades 9-12, Music. Band.

Henry County Public Schools, Tenn.; Murray State Univ., Ky.

1980 10p.; For related documents, see SP 018 337-338 and SP 018 355.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Tennessee

Journal Announcement: RIEFEB82

Teachers in the Henry County Public School System (Tennessee) developed and wrote over 80 course syllabi for most subject areas taught in grades 7-12 for a Teacher Corps demonstration project. The intent of the project was to inform students and parents of specific requirements in each subject at each grade level. This outline is written for a band course for which the prerequisite is that the student have some playing experience. The course objectives include developing the student's ability to work with a large group and perform increasingly difficult music. By the end of the year, the students should achieve a minimum level of competence in recognizing music vocabulary, the principle forms of music, and the different instruments, and be able to produce a rich, full tone with reasonable facility and accuracy. The course requirements, learning materials, and learning activities are listed, including voluntary and advanced studies. The criteria and methods for student evaluation are reported. (FG)

ED207937 SP018355

Course Syllabus for Grades 9-12, Music. Chorus (I-IV).

Henry County Public Schools, Tenn.; Murray State Univ., Ky.

1980 9p.; For related documents, see SP 018 337-338, and SP 018 356.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Tennessee

Journal Announcement: RIEFEB82

Teachers in the Henry County Public School System (Tennessee) developed and wrote over 80 course syllabi for most subject areas taught in grades seven through twelve as part of a Teacher Corps demonstration project. This syllabus is intended to inform students and parents of the requirements at each grade level of a four-year chorus program. The course objectives and activities are listed, and the time frame for each of the four years is outlined. The music skills and theory to be learned include musical terms, choral techniques, and sight singing. In addition, the student is expected to demonstrate certain abilities to the satisfaction of the teacher, such as the correct use of breath control, and singing in various styles and tonations. The criteria and methods of evaluating students are given. (FG)

ED129735 95 SP010448

Creative Authority and Collaboration. A Collection of Position Papers. ISTE Report IV.

Yarger, Sam J.; And Others

National Center for Education Statistics (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Teacher Corps.

Jun 1976 176p.; For related documents, see SP 010 446-449

EDRS Price - MF01/PC08 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEFEB77

The Inservice Teacher Education (ISTE) Concepts Study was designed to study the data needs in this area and to conceptualize the area in such a way that the Teacher Corps could guide its activities more effectively in light of the facts and opinions of the field. Report IV deals with the problems of creative authority and collaboration. Eight papers are presented, each giving a different perspective on the development of collaborative models. Sam J. Yarger describes a complex model for identifying populations and determining goals in relation to a variety of issues. James Boyer presents a model that can be used to sort out the varieties of inservice teacher education and its governance focusing on the need for multicultural education. Kenneth R. Howey presents an analysis of a teacher center developed by the Minneapolis Public Schools and the University of Minnesota to prepare teachers to operate in open classrooms. A group of papers deals with three aspects of social change which are becoming increasingly important to the creation of inservice teacher education programs: job sharing, current and pending legislation; and the problems generated by the extension of the school downward to include younger children. Papers representing the views of the American Federation of Teachers and the National Education Association regarding inservice teacher education are also presented. (JMF)

ED033911 SP003286
Creative Developments in the Training of Educational Personnel.
Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.
1969 92p.
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEMAR70

This collection of 44 program descriptions, compiled from reports solicited from directors throughout the nation, is intended as a reference source on a variety of alternative approaches to the training of various educational personnel. Each entry includes listing of collaborating agencies, director's address, and funding sources (most were at least partially funded through the U.S. Office of Education). Eight descriptions are in the "Basic Studies" category including programs for teachers of English as a second language, industrial arts, math and science, music, and social studies; several focus on disadvantaged groups. Nine are in the "Special Projects" category, several on specific training techniques (e.g., Mobilabs, minicourse, team internship). Three report Teacher Corps programs for specific trainee groups. One of two descriptions fall into each of these categories: Early Childhood, Educational Administration, Trainers of Teacher Trainers, Special Education, Support Personnel, Teacher Improvement through Curriculum Development, Teacher Leadership Development, and Vocational and Technical Education. An index provides further breakdown into specific project focuses or approaches, e.g., differentiated staffing, urban and inner-city, community experience, sensitivity training, media. (JS)

ED178493 SP014837
Criteria for Evaluation of Teacher Education Center Programs.
Setranjiwalla, Zohra K.; Drummond, William H.
Apr 1979 76p.
Sponsoring Agency: Florida State Dept. of Education, Tallahassee.; Office of Education (DHEW), Washington, D.C. Teacher Corps.
Contract No.: G007700121-A01
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR80

In compliance with the Teacher Education Center Act of 1973 (Section 231.608, Florida Statutes), a select group of Florida educators, Department of Education members, and State Council on Teacher Education Centers (TEC's) representatives developed proposed criteria for both the evaluation of teacher centers and evaluation of the evaluation methods. The proposed criteria explored four areas of TEC assessment: (1) the rationale behind TEC's; (2) the extent of collaboration and participation of TEC users; (3) the description of programs or activities of TEC's; and (4) the adequacy and availability of resources a given TEC may or may not provide. This document describes the theory and design of the evaluation methods and criteria and includes discussion of the conceptual views involved in the Florida TEC program. A bibliography of 13 sources is appended. (LH)

ED129736 95 SP010449
Cultural Pluralism and Social Change. A Collection of Position Papers. ISTE Report V.
Brandt, Richard M.; And Others
National Center for Education Statistics (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Teacher Corps.
Jun 1976 189p.; For related documents, see SP 010 446-448
EDRS Price - MF01/PC08 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEFEB77

The eight papers in the report are tied together by the theme of pluralism and social change in an attempt to determine information needs in the area of inservice teacher education (ISTE) and to identify the contemporary issues surrounding ISTE. The first three papers describe case studies of substantial efforts in inservice education: a thirty-year child study movement devoted to the proposition that there are enormous individual differences among children which can be fully appreciated only in the context of each child's total personality; the Urban/Rural Program efforts to generate community-oriented inservice teacher training programs; and the attempt of Montgomery County, Maryland, public schools to mount a comprehensive teacher education program that would represent the needs both of the district and of individual teachers. Two papers address the future: a description of alternative conceptions and definitions of inservice teacher education and suggested languages which would permit us to talk coherently with one another using a wide variety of concepts; and a speculation on the meaning of general cultural change. Three papers explore multicultural education. (JMF)

ED102117 95 SP008897
Curriculum Building. Cognitive Development re. Competency Based Teacher Education. TTL-001.03 (USC).
Heffernan-Cabrera, Patricia; And Others
University of Southern California, Los Angeles.
12 Sep 1971 42p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEJUN75

This module allows for an initial experience from which an inductive analysis will reveal elements of a learning module. The participant will then enter the planning phase for the development of module designing. This module is completed when the participant designs his own learning module. The module itself includes the following: a preassessment, which presents diagnostic self-tests to help determine the participant's knowledge and capabilities; a description of enabling elements, which describes the steps for completing this module; and a postassessment, which evaluates the learning module that the participant has written. (PB)

ED100888 95 SP008811
Curriculum Building. Cognitive Development re. Competency Based Teacher Education. EE 001.03.9.1-EE 001.03.9.6.
Heffernan-Cabrera, Patricia; And Others
University of Southern California, Los Angeles. Center for Research in Teacher Education.
12 Sep 1971 68p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEMAY75

This competency-based teacher education cognitive development module consists of a curriculum building component. Enabling elements of the module encompass writing behavioral objectives, classifying objectives by criteria type, designing flow charts, developing assessment procedures, specifying enabling activities, and outlining module and component format. Each element of the module presents learning activities, assessment criteria, and a specified sequence of activities when appropriate. (MJM)

ED100860 95 SP008772
Curriculum Building; Affective Development re. Competency Based Teacher Education. TTL-001.02 (USC).
Heffernan-Cabrera, Patricia; Tikunoff, William John
University of Southern California, Los Angeles. Center for Research in Teacher Education.
2 Jul 1971 9p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEMAY75

This module is designed to assist a participant in evolving the organization of a value system that supports competency-based teacher education (CBTE). The enabling objectives for this module are as follows: (a) the participant recognizes the elements of CBTE by entering into discussions about new ideas in teacher education and by responding willingly and with pleasure to dialogue about changes in teacher education and (b) the participant values the elements of CBTE by advocating CBTE as a basis for evolving change in teacher education and by actively supporting the merits of CBTE. The terminal objective of this module is that the participant will demonstrate commitment to CBTE by making a statement which incorporates the major concepts of CBTE and by expressing a preference for participation in CBTE efforts and a willingness to contribute to its growth and development. (The document includes prerequisites for the module; a description; a flow chart; steps for completing the module, including reading assignments; and a description of enabling activities, pre- and postassessment, and remediation.) (JA)

ED102157 95 SP008943
Curriculum Development: Strategies for Change CD 001. (USC-U). Delinquency: Causation, Learning and Curriculum CD 001.01 (USC-U).
Gromfin, Annette M.; And Others
University of Southern California, Los Angeles. School of Education.
Nov 1971 32p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEJUN75

This module is the first in a curriculum development component. It is designed to enable prospective teachers to develop curricula for delinquency prone youth. The prospective teacher is presented with an overview of learning theory after an exploration of delinquency causation providing him/her with greater insight as a basis for curriculum planning. The module itself includes steps for completing the module, a preassessment, a description of enabling elements, a postassessment, and a remediation. There is also a bibliography. (PB)

ED186415 SP016032
Deans as Teachers in the Field.
Pine, Gerald
New England Teacher Corps Network, Portsmouth, N.H.
Apr 1980 20p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; New Hampshire
Journal Announcement: RIESEP80

The experiences of three college deans who conducted field-based inservice courses are recounted. Courses were conducted in the needs of exceptional children, multicultural education, community responsibility for change, and supervisory skills. General descriptions of course content and reactions of participants are interspersed with introspective reflections on ways to improve services offered by colleges of education to sites removed from the campus. (JD)

ED100941 95 SP008872
Decision Making II. Affective 8.0.
Borgers, Sherry B., Comp.; Ward, G. Robert, Comp.
Houston Univ., Tex. Coll. of Education.
6p.; For related documents, see SP 008 803-806, 867-871, 873-875
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEMAY75

Teachers are continuously faced with decisions, and often there is no one correct solution or answer. Therefore it is important for the teacher to be able to examine a situation and consider many alternative solutions before making a decision. This module is designed to give the learner an opportunity to consider situations and generate alternatives through various activities, including group discussion, presentation of a video tape which the learner has made, and participation in teaching situations and teaching decisions. (MJM)

ED100883 95 SP008805
Decision Making 1. Affective 7.0.
Ward, G. Robert, Comp.; Borgers, Sherry B., Comp.
Houston Univ., Tex. Coll. of Education.
10p.; For related documents, see SP 008 803-806
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEMAY75

The purpose of this learning module developed at the University of Houston is to aid the prospective teacher in defining problems so that decision making can be handled in a flexible manner. The student is presented with five situations and asked to define the problem from the point of view of the student, the teacher, and the parent. The module has no prerequisites, no enabling objectives, and no preassessment procedures. The terminal objective is exploratory in nature. (HMD)

ED100882 95 SP008804
Decision Making 3. Affective 9.0.
Ward, G. Robert, Comp.; Borgers, Sherry B., Comp.
Houston Univ., Tex. Coll. of Education.
1972 25p.; For related documents, see SP 008 803-806
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEMAY75

This competency-based teacher education module focuses on decision making. It is stated that in this module the participant will make a tentative commitment toward a certain course of action, receive feedback from his/her surroundings and peers as to the adequacy and appropriateness of the commitment, then reshape the commitment into a different form as he/she learns more about himself/herself and environment. The module centers around an activity called the "In-Basket." In this activity the participant is given information about an imaginary situation through a series of letters, memos, notes, and other material. He or she is then asked to make a decision from a teacher's point of view. (JA)

ED095146 95 SP008324

Curriculum Specialist's Role in Enabling Interns To Acquire and Demonstrate Mastery of Teaching Competencies. Teacher Corps Associates: Resources for CBTE, No. 3.

Watson, Joseph; Spriggs, Harold K.

District of Columbia Public Schools, Washington, D.C.; Wisconsin Univ., Madison. Teacher Corps Associates Program.

1973 21p.; For related documents, see SP 008 322-333

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEDEC74

This document focuses on the role of the curriculum specialist as an advisor to interns in their attempts to acquire and master teaching skills. The curriculum specialist has responsibility for the training of interns and for determining if the intern has met all of the teaching competency objectives. The major portion of the document is devoted to a chart which presents five teaching competencies, their specific objectives, related courses of study, intern activities, and the activities of the curriculum specialist in support of the intern. The five competencies state that interns will be able to: (a) facilitate human relations in all areas of their professional responsibility, (b) demonstrate mastery of knowledge necessary to implement effective instruction, (c) plan and implement instruction effectively to meet the educational needs of their students, (d) evaluate their attainment of specified teaching competencies based on student achievement, and (e) demonstrate knowledge and use of research techniques necessary to implement research objectives. (HMD)

ED041825 SP004067

Cycle II Teacher Corps. Joint Proposal-Final Report.

Escondido Union School District, Calif.; San Diego City Schools, Calif.; San Diego State Coll., Calif.; Santee School District, Calif.

.1969 46p.

Sponsoring Agency: Teachers Corps, BEPD.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEDEC70

This document reports the 2-year Cycle II Teacher Corps program in which San Diego State College and three school districts (San Diego Unified, Santee, and Escondido) cooperated to develop dedicated teachers (with M.A. degrees) prepared to teach in disadvantaged communities. Objectives of the program are listed, including that of meeting needs of the communities containing low-income populations of rural Mexican-American farm workers and inner-city Negroes and Western Europeans. The evaluation section of the report summarizes assessments of professional knowledge, teacher attitude, and general attitude of the corpsmen during and at the end of the program. Another section outlines changes or innovations brought about by the program: teaching and curriculum changes in the public schools and in the college and institutional changes in course development, degree program, certification, admission requirements, and community links. Two sections describe the program in the communities and schools in which interns worked, noting suggestions for improvement. Included are interns' descriptions of the communities; an outline of community work within the program schedule (preservice, inservice first year, interim summer, and inservice second year); and descriptions of corpsmen's inservice school involvement in each of six schools. (JS)

ED115645 95 SP009716

Cycle 8 Teacher Corps Project. September, 1973 to August, 1975. Final Report.

Iowa Univ., Iowa City.

.1975 204p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC09 Plus Postage.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEAPR76

This is the final report of the Cycle 8 Teacher Corps Project of the University of Iowa. The project was designed for 20 bilingual interns, all third and fourth year undergraduates. The cooperating teachers were selected upon the recommendation of local superintendents and principals. The planning period of the program was August 1973 to May 1974. The interns completed their preservice in August 1974 and immediately began the inservice period working in various communities. Each intern experienced working in both the lower and upper elementary grades. During the inservice, the interns were involved in developing proposals for cummunity projects. During the 1975 summer session, they completed all work required for the bachelor's degree and/or certification. As a result of the project, competency-based and field-based teacher training programs were seen to be viable approaches to teacher education. The project appeared to have an impact on the schools and communities served. (Appended to this report are an excerpt from "An Analysis of Extended Planning Periods for Teacher Corps Projects;" module clusters; a list of advisory committee members, interns, and cooperating teachers; orientation activities; grading procedures and an evaluation form; a letter of explanation regarding Teacher Corps grading procedures; faculty summaries of Teacher Corps modules; and program evaluation forms.) (RC)

ED140810 IR004888
Deriving Instructional Objectives for Teacher Corps Training Programs.
Higgins, Norman; Rabe, Bonnie
Apr 1977 14p.; Paper presented at the annual meeting of the Association for Educational Communications and Technology (Miami Beach, Florida, April 27, 1977)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIENOV77

The collaborative procedures used to derive the instructional objectives for Arizona State University's Teacher Corps training programs for inservice teachers, preservice teachers, and teacher aides were time consuming and costly, but have resulted in increased respect and better working relationships between teachers, parents, and teacher educators. The instructional objectives developed by teachers, parents, teacher interns, and program developmental staff included observable teacher performance and usually included the qualitative characteristics of an acceptable performance. Objectives were based on teacher skills in three areas: (1) instructional skills, (2) personal/interpersonal skills, and (3) setting related skills. Appended are: (1) a list of skills developed collaboratively, (2) the relationship of skills to objectives, and (3) teacher competencies review checklist. (STS)

ED183544 SP015743
Description of CMTI. Volume I.
Andrews, Theodore; And Others
Nebraska Univ., Omaha. Center for Urban Education.
Feb 1978 165p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Contract No.: 300-76-0156
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Nebraska
Journal Announcement: RIEJUL80

This report is the first of two volumes concerning the 1977 Teacher Corps Corps Member Training Institute (CMTI). Volume I is a description of CMTI as it occurred; Volume II is an analysis of the data. The information is divided into six general catagories: 1) a profile and description of the participants in the summer institute; 2) a discussion of the various modes and organizational concepts of the institute, and the degree of application those concepts enjoyed in relation to schools, communities, and multicultural settings emphasized by the CMTI; 3) the impact of CMTI on the participants' organizational concepts, perspectives on multiculturalism, and general outlook; 4) a chronicle of the interpersonal relationships which evolved during the institute; 5) the participants' assessment of the CMTI experience; ; and 6) the impact of CMTI on participants' local projects. (LH)

ED183552 SP015770
Designing Short-Term Instructional Programs.
Waterman, Floyd T.; And Others
Association of Teacher Educators, Washington, D.C.
1979 149p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Contract No.: 300-77-0156
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEJUL80

The Experiences and research data in this volume result from the authors' involvement in Corpsmember Training Institutes (CMTIs) and Pilot Trainer Workshops (PTWs) established to train teacher interns beginning their Teacher Corps internship. Six articles are presented on: administration of short-term instructional programs, workshop design, implementation of workshops and teachers' institutes, methods of evaluating programs, data- and experience-based guidelines for designing and operating short-term instructional programs, an empirical study of the institute-workshop strategies discussed in the third article. (JD)

ED179540 SP015230
Developing a School-Community Partnership.
Malden - Wheelock Teacher Corps Collaborative, Boston, Mass.
1979 24p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Massachusetts
Journal Announcement: RIEAPR80

A Teacher Corps project designed to improve the quality of education in a school serving a predominantly low income area is described. The major goal of this program was to bring about close ties between the school and the community by involving students' parents in active work with the teachers. One development that evolved from this effort was a number of adult education courses for parents conducted in the school in the evenings. (JD)

ED097330 95 SP008492
Developing and Implementing a Program (Professional Aspect).
Arends, Robert L.
State Univ. of New York, Buffalo. Coll. at Buffalo.
.1973 39p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEFEB75

This eight-part document describes a process of developing and implementing a competency-based teacher education program that considers the present teacher education program and provides for the translation of courses in a competency mode. This approach involves a delivery system built around the module, module cluster, and components. Part 1 describes the rationale for using the module cluster approach. Part 2 examines the entire system from modules through components and how these interrelate to form a program. Part 3 examines the format for a module and explains the different types of modules that can be developed and how modules can be sequenced to move from the cognitive to the consequential. Part 4 suggests one way to move from goals to objectives to modules. Part 5 focuses on the need for a taxonomy of goals to produce a program that meets the gestalt of teaching and provides an effective guidance system. Part 6 focuses on the supportive services to implement a modular approach and some of the problems that may arise. Part 7 provides sample module clusters to demonstrate an ongoing product. Part 8 lists materials available to assist in the development of a program. (PD)

ED040947 SP003994
Developing Quality in Professional Laboratory Experiences. School Practicum; Description and Seminar Outline.
Georgia Univ., Athens. Coll. of Education.
1969 54p.; Entry for 1970 AACTE Distinguished Achievement Award in Teacher Education
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Journal Announcement: RIENOV70

The University of Georgia Office of Professional Laboratory Experiences has developed several different programs to provide practical experience for future teachers. The School Practicum is a program in which students spend several weeks in the beginning of the school year observing and participating in a local public school prior to the opening of the college's fall quarter. The Work-Study Program for Elementary Teachers provides full-time employment as teacher aides for students during one quarter of their sophomore and junior years. The Athens Unit of the Georgia Retardation Center provides clinical experiences for students in 15 disciplines in the field of mental retardation. The Adult Education Program for Prison Inmates utilizes a Georgia state prison as a laboratory facility for graduate students training as student teachers. The Teacher Corps Program uses community involvement to help interns gain experience in teaching the disadvantaged. The development of Professional Laboratory Experience Centers is a cooperative effort with other colleges and the Atlanta school systems to provide more flexible and intensive practical experiences for education students. The Tutorial Enrichment Program is designed to provide early exposure to the realities of teaching. The Supervising Teacher Program is a series of three inservice courses which has now been recognized by the State Department of Education as a requirement for supervising teachers. (RT)

ED186389 SP015923
Developmental Training Conference. Documentation Report. Texas Teacher Corps Network.
Texas Univ., Austin. Coll. of Education.
Dec 1979 201p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Contract No.: 300-78-0332
EDRS Price - MF01/PC09 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); CONFERENCE PROCEEDINGS (021)
Geographic Source: U.S.; Texas
Journal Announcement: RIESEP80

This report documents a conference on the conceptual framework underlying the management of Teacher Corps Projects. The conference, designed to provide participants with training in specific skills pertinent to their responsibilities, was attended by school administrators, program development specialists, community coordinators, community council chairpersons, and representatives from ten Texas Teacher Corps projects. This documentation report includes: 1) a description of activities predating the conference which contributed to its final structure and content; 2) an overview of the conference agenda and reports on each activity; 3) a summary of the results gathered through use of a formal conference evaluation instrument; and 4) a synthesis of the formal and informal evaluation data collected at the conference and recommendations for future training activities. (JD)

ED102116 95 SP008896

Diagnosing and Prescribing. Assessing and Evaluating (Including Experience in Diagnosing). DAP 005.02 (USC).

Heffernan-Cabrera, Patricia; And Others

University of Southern California, Los Angeles. Center for Research in Teacher Education.

9p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEJUN75

This cognitive/performance module is designed to teach the use of diagnostic techniques beyond those techniques provided by traditional mass testing. Terminal objectives include: (a) identifying a learning goal, (b) identifying a child who cannot successfully accomplish the learning goal, (c) diagnosing the child's learning strengths and weaknesses and presenting these to a team of peers, and (d) trying instructional activities with the child and providing feedback to peers who designed the activities. To accomplish these objectives, participants investigate the principles underlying assessment and evaluation, survey the instruments of assessment and evaluation currently used in the schools, investigate alternative ways of assessing and evaluating, and explore the language of assessment and evaluation. Learning activities include reading, film viewing, participating in seminars and experimental demonstrations, assessing, evaluating, and interviewing. A flow chart illustrating specific steps of the module is included. (PD)

ED100870 95 SP008786

Diagnosing for Total Personality. G100.00 (F.U.F.).

Fordham Univ., New York, N.Y.

10p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEMAY75

This module cluster is designed to enable the interns to become teacher-diagnostic analysts on the emotional level. Diagnosis has been conventionally used to evaluate the learner. The objectives herein are designed to initiate a process that makes a better match between the learner and the instructional activities by utilizing the diagnostic data to determine what the instructional activities will be. The module cluster contains three modules, each of which is related to the overall objectives of the cluster. The modules are as follows: (a) The Psychology of Adjustment Vocabulary; (b) Diagnostic Teacher Strategy--Games; and (c) Diagnostic Teacher Strategy--Children's Drawings. For each module, objectives, preassessment procedures, instructional activities, and postassessment and remediation activities are listed. (JA)

ED146166 95 SP011879

Diagnostic-Prescriptive Instruction. Improving Learning Opportunities: IMPACT Series, No. 2.

Lincoln Public Schools, Nebr.; Nebraska Univ., Lincoln. Teachers Coll.

1977 21p.; For related documents, see SP011 878-884 and 728

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

Contract No.: OE 600-750-3580

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEMAR78

This booklet, the second in a series of eight describing the tenth-cycle Teacher Corps project of the University of Nebraska-Lincoln and the Lincoln Public School System, describes the diagnostic-prescriptive (D-P) instructional model used as the basic teaching process in the project. Key concepts in the D-P approach to teaching are presented, and the use of the process in relation to the competency based teacher education model described in booklet four is described. Steps in implementing the D-P teaching process are identified as: (1) diagnosing learner needs; (2) establishing desired learning outcomes; (3) planning and implementing prescriptions; and (4) assessing learning outcomes and program results. Record keeping in the D-P process is performed using two profiles: an individual learner profile and a group profile. Guidelines for their use are presented, and examples from each part of the two profiles are presented in the appendices. (MJB)

ED194523 SP017095
Did Teacher Corps Make a Difference? 9th Cycle Teacher Corps Project, University of Maine (Portland-Gorham).
Crosby, Jeanie; Massey, Sara
New England Teacher Corps Network, Portsmouth, N.H.
Nov 1980 14p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S.; New Hampshire
Journal Announcement: RIEMAR81

A Teacher Corps project at the University of Southern Maine College of Education consisted of a competency-based teacher education program including components in special education, human relations, reading, and language development. The responses of 24 former participants indicate the impact of the program on the participants, their work, in the schools, and at the university. The area of attitudes, traditionally considered the most difficult to change, was the central area of impact for most of the participants. Differences that participants brought to schools and children were: an openness to divergence, flexibility, self-confidence, concern for the individual, and willingness to work in teams and groups. At the university, the undergraduate and graduate teacher education programs remained unchanged. The experimental program and its faculty were not integrated into the curricula. The project seems to have made a difference in the training and the later work of participants, but has made no difference at the university. (CJ)

ED100896 SP008820
Differentiated Staffing: The Second Generation.
Mann, Peter B.
16p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEMAY75

This paper describes two approaches to differentiated staffing. The first approach involved reorganizing teacher staffing by creating a career ladder to permit hierarchical staffing without freezing faculty in positions that would limit growth, fix rewards, and destroy morale. The career ladder allowed the use of teachers and paraprofessionals in teams organized to provide different services to students, with roles determined by the learning task at hand and the students' need for mastering that task. This approach tended to result in a rigid hierarchy, which assumed that certain teacher functions are always of greater importance than others. However, student needs shift constantly, and an effective teaching team should shift accordingly, which is the objective of the second approach to differentiated staffing. The second approach involved performance contracting in which teachers, working in teams, submitted bids to the school board, thereby competing with colleagues for contracts to accomplish specified teaching tasks with results measurable in terms of student achievement. (PD)

ED186393 SP015928
Dimensions of Inservice Education. The Texas Teacher Corps Experience.
Freiberg, H. Jerome, Ed.; Olivarez, Ruben Dario, Ed.
Trinity Univ., San Antonio, Tex.
Jun 1978 192p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Grant No.: G007603590
EDRS Price - MF01/PC08 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Texas
Journal Announcement: RIESEP80

This collection of articles offers viewpoints on issues, concerns, and processes related to the teacher education activities of Teacher Corps Projects in the state of Texas. The first section sets forth a definition for inservice eduction, a perspective of its past, present, and future, and the impact of innovations on teacher and teacher educator inservice programs. The second section explores the theoretical issues for program development as it relates to competency based education, inservice education, and Teacher Corps. The third section deals with the experiences of specific Teacher Corps projects in Texas. The fourth section focuses on multicultural education, learning centers as alternatives for inservice education, and a proposal for a fine arts component in Teacher Corps. (Editors/JD)

ED102156 95 SP008942
Director's Manual for Implementing Project on Team Teaching; A Modular Workshop on Team Teaching Competencies.
North Dakota Univ., Grand Forks.
Feb 1972 34p.; First draft
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEJUN75

This manual is designed to facilitate efficient director preparation for the Project on Team Teaching Modular Workshop. Although the director has many set responsibilities throughout the workshop, there are also many options left open in workshop design. Responsibilities are listed and options explained after an introduction. Certain workshop preparatory tasks must be completed by the director in a letter sent to participants with the module playbooks. Each task is specified in this handbook. The University of North Dakota will provide the module playbooks and audio-visuals. A list of films for the workshop and consideration-decision sheets for participants are included in the appendices. (PB)

ED194111 IR009006
Directory of Technical Assistance and Dissemination Centers. Region III Edition.
Department of Education, Washington, D.C.
1980 62p.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: DIRECTORY (132)
Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIEMAR81
Government: Federal

Intended to make educational information resources and technical assistance more readily accessible to educators, this directory lists the names and addresses of federally-supported educational service centers in the Region III area. The listings are divided into the following categories: alcohol and drug abuse centers; bilingual education centers; civil rights technical assistance centers; educational information centers; educational opportunity centers; Educational Resources Information Centers (ERIC); the Fund for the Improvement of Postsecondary Education (FIPSE); follow-through resource centers; handicapped centers and services; the National Diffusion Network (NDN); regional offices of educational programs; research and development centers; teacher centers; teacher corps; Title I, ESEA Evaluation Technical Assistance Centers; and vocational education centers. Region III includes the District of Columbia, Delaware, Maryland, Pennsylvania, Virginia, and West Virginia. (FM)

ED059983 24 SP005599
Dissemination Activities Associated with Phase II. The Feasibility of Educational Specifications for the Ohio Comprehensive Elementary Teacher Education Program. Final Report.
Toledo Univ., Ohio. Coll. of Education.
May 1971 11p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.: BR-9-0415
Contract No.: OEC-0-9-450415(010)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEJUN72

This report deals with dissemination efforts associated with the Ohio Elementary Teacher Education Model project located at the University of Toledo. A necessary prerequisite for development activities is an adequate expository base upon which a model can be built. A face-to-face confrontation is then needed between those who participated in this process and those interested in developing the model for their own situations. The dissemination activities fall into three groups: 1) Twelve non-Ohio universities and colleges were visited by staff members who explained the Ohio model and then discussed with decision makers the necessary efforts and anticipated problems in developing the model. Results of this dissemination varied, depending on the resources available to the individual institutions. 2) Dissemination of Ohio state-supported universities was an ongoing process with a 3-day conference in Toledo at the conclusion of the second phase of the project. Follow-up institutes were held to work on actual program development and the revision of re-sequencing of parts of the Ohio Model. 3) Dissemination efforts were also conducted with other agencies, including the Teacher Corps, and at regional meetings of the American Association of Colleges for Teacher Education. Additional dissemination is needed to bring the Model well into the development and implementation stages. (MBM)

ED129723 95 SP010435

Documents: Perspectives on Change in Teacher Education.

Collins, Paul, Ed.; Sinatra, Lewis J., Ed.

New York State Teacher Corps Network, New York, N.Y.

Jun 1976 100p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

Available from: New York State Teacher Corps Network, Fordham University, New York, N.Y.

EDRS Price - MF01/PC04 Plus Postage.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEFEB77

This collection of papers is an attempt to document the living-learning spirit of the New York State Teacher Corps Network staff development program meetings. These Network meetings are characterized by three types of activities: (1) presentations and/or workshops conducted by outside consultants; (2) problem identification and strategy sessions to encourage development of individual Teacher Corps projects and to enhance collaboration among the various projects in the state; and (3) formal and informal sharing of knowledge and skills by project staff members from around the state. Accordingly, this publication begins with four articles that emanate from consultant presentations, each relating in some way to the present Teacher Corps emphasis on in-service teacher education: "Teacher Corps and In-service Teacher Education"; "Educational Needs Assessment--The State of the Scene"; "Toward More Effective Job-Embedded In-service Teacher Education"; and "Legal Issues for the Handicapped: National and State." A second section contains a series of reports on sessions at which collaborative efforts were used to identify problems and develop appropriate strategies: "Some Thoughts on the Change Process and Emerging Teacher Corps Roles"; "Fostering Change"; "Reinforcing the Infrastructure of the Regular Classroom"; and "Linking Educational Environments." A final section presents seven papers authored by Teacher Corps staff members which reflect many of the dimensions that help to make Teacher Corps the change agent that it is. Each section is prefaced with a series of introductory notes. All of the papers address dynamics associated with attempts to change teacher education in line with the goals, needs, and aspirations of our society. (MM)

ED186396 SP015933

Documentation and Evaluation Study of the Texas Teacher Corps Network Program '78 Community Council Developmental Training Conference.

Leos, Robert; Olivarez, Ruben Dario

Texas Univ., Austin. Coll. of Education.

Apr 1979 89p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

Contract No.: 300-78-0332

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Texas

Journal Announcement: RIESEP80

This document describes a training conference sponsored by the Teacher Corps Network. Informational and skill development sessions for Community Council members from the Teacher Corps projects are included. A special planning session, held prior to the conference is described. A description is given of the conference planning and events. The report includes information concerning the conference planners, the purpose of the special planning day, goals and objectives for each session, strengths and weaknesses of the planning process, and an overall evaluation of the conference. (JD)

ED196809 SP015327

Documentation/Evaluation: University of Maine, Farmington/Greenville. Teacher Corps Project. June 1977-June 1979.

Arbuckle, Margaret; And Others

New England Teacher Corps Network, Portsmouth, N.H.

1979 330p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

Grant No.: G0077-00127

EDRS Price - MF01/PC14 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142)

Geographic Source: U.S.; Maine

Journal Announcement: RIEMAY81

The Greenville Teacher Corps project developed a model demonstration of a field based teacher education program designed to provide both preservice and inservice training to a rural and isolated region in northern Maine. The project was designed to be responsive to local needs. Collaboration and participation of all constituents was central to the operation of the project. Major project goals included facilitating linkages between the University and the Greenville community; enabling the University to develop a field based graduate education model; and developing and installing a K-12 individualized instructional program. Accomplishments of the project are clearly evident. The Teacher Corps project was directly responsibile for the delivery of a number of important services. (JN)

ED179011 EA012238

Documentor/Evaluator Role Group Sharing Meeting (Windsor, Connecticut, July 30-31, 1979).

Bucci, John; Massey, Sara
New England Teacher Corps Network, Portsmouth, N.H.
8 Aug 1979 27p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); CONFERENCE PROCEEDINGS (021)
Geographic Source: U.S.; New Hampshire
Journal Announcement: RIEAPR80

This paper discusses a role group sharing meeting held July 30-31, 1979 in Windsor, Connecticut, and attended by documentors and evaluators. Examined, in documentation form, are issues and learnings from the sharing meeting and an analysis of the design of the meeting, which was a pilot for other network role group meetings anticipated during the next year. A copy of the agenda is reproduced together with an evaluation of the meeting. (Author/LD)

ED137261 95 SP010899

Down From the Ivory Tower: A Model of Collaborative In-Service Education. Occasional Paper No. 18.

Roper, Susan Stavert; Nolan, Robert R.
Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.
Feb 1977 20p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: OEG-60075-02009
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEAUG77

This paper describes a model of a collaborative inservice education program based on the work of a Teacher Corps Project sponsored jointly by the School of Education at Stanford University and a neighboring junior high school in the San Jose Unified School District. In this model, the power to determine the content of the inservice program resides with the teachers and, because literature reviews have shown that teachers themselves are better inservice educators than administrators and professors, the teachers are also the inservice educators. A case study is used to describe the model and provides a picture of how collaboration between universities and schools can and did take place. Implementation of the model involves: (1) briefing the relevant community on the inservice topic, outlining its dimensions, and correcting any misconceptions; (2) identification of needs by teachers, administrators, parents, students, and inservice educators; (3) summarizing and cataloguing pertinent literature; (4) obtaining additional information from practitioners in the field; (5) selecting and developing appropriate policies; (6) adopting policies; (7) evaluating policies; (8) disseminating information and writing articles for publication. (MM)

ED093858 95 SP008227

Educating Prisoners for Socially Constructive Roles.

Sinclair, Ward; Moulden, William E.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Aug 1974 67p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: BOOK (010)
Journal Announcement: RIENOV74

This document reviews problems, alternatives, and recent developments in the education of prisoners. The authors state as a guiding argument that while inmates are severely handicapped according to traditional academic measures, in terms of the current movement in education towards individualized instruction nowhere is there a more fertile ground for receptive students than in correctional institutions. The following problems are cited: the lack of programs to prepare inmates for socially constructive roles in communities; job discrimination against former inmates (the New Careers program for rehabilitated offenders is discussed as a solution for this); and the poverty background of many prisoners. The document reports specifically on work release programs; the prevention of juvenile delinquency through education; vocational, career, and college programs; and the education and certification of teachers of inmates. The extensive appendixes are: (a) A Summary of Teacher Corps Corrections Projects, 1968-74; (b) College Programs in State and Federal Penal Institutions (listed by state); and (c) National Survey of Postsecondary Education Programs for Incarcerated Offenders. (Author)

ED152876 UD018004
Education for Ethnic and Racial Diversity.
Cobbs, Price M.; Winokur, Diane K.
Far West Teacher Corps Network, Bellingham, Wash.
1977 58p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Grant No.: 489AH60390A
Available from: Far West Teacher Corps Network, Western Washington State College, Bellingham, WA 98225 (n.c.)
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEAUG78

The content of this work is based upon the proceedings and outcomes of the Workshop on Multicultural Education held in the State of Washington. This workshop was designed to present critical substantive material, examine the decision making process of the schools, and identify and teach skills and techniques for inservice staff training. The advantages of cultural diversity and the crucial role of educators in imparting the values and diversity implied by cultural pluralism were stressed throughout the workshop. Administrative decisions, educational planning, and accountability issues were addressed in the context of designing multicultural education programs. The primary goal of inservice programs was identified as increased personal awareness and sensitivity. Cultural influences on teaching and learning styles were discussed in terms of their effect on reaching this goal. An annotated bibliography of works on multicultural education as well as samples of biocognitive measurement instruments, are included. (Author/GC)

ED041842 SP004089
Education Professions Development Act; Facts About Programs for 1971-72; EPDA Parts B, C, D and F.
Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.
Jun 1970 48p.
Available from: Bureau of Educ. Personnel Dev., Office of Education, 400 Maryland Ave., S.W., Washington, D.C. 20202 (OE-58030-72)
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEDEC70

This booklet contains descriptions of the programs under the Education Professions Development Act (EPDA) administered by the Bureau of Educational Personnel Development during fiscal year 1971 (July 1, 1970 to June 30, 1971). Material on each of the 14 programs includes a list of objectives, an outline of eligibility requirements for applicants and participants, brief descriptions of program characteristics, and an address to which letters of interest or inquiry may be directed. The programs are organized under four headings: (1) Programs to improve the education of children from low-income families: Career Opportunities Program, Teacher Corps, and Urban/Rural School Development Program; 2) Programs to reinforce the preparation of all educational personnel: Training of Teacher Trainers Program and Training Complexes Program; 3) Programs to help meet critical qualitative and quantitative shortages of educational personnel: Bilingual Education Program; Educational Leadership Program, Early Childhood Program, Personnel Services Staff Program, Special Education Program, Vocational Education Personnel Program, and State Grants Program; 4) Programs to meet special needs for education personnel as they arise and to develop and test solutions for those needs needs: School Personnel Utilization Program and Teacher Development for Desegregating Schools Program. Also included is the Media Specialists Program administered by the Bureau of Libraries and Educational Technology. (JS)

ED202172 EA013631
Education Through Community Involvement: Neighborhoods, Human Resources, Politics.
Collins, Paul V.; And Others
Howard Univ., Washington, D.C. Eastern Teacher Corps Recruitment and Community Technical Resource Center.
Aug 1980 27p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Contract No.: 300-79-0312
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: POSITION PAPER (120); COLLECTION (020)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEOCT81

Growing out of a meeting to explore alternative directions for community-based education in the Teacher Corps Program, the three papers in this document provide insight into how neighborhood involvement, the coordination and collaborative delivery of human services, and the utilization of political processes can be used to strengthen a community's participation in its educational system. A study of neighborhoods is important to an understanding of how they behave and how they can be changed to solve human problems and to facilitate interaction between school personnel and community members. The Teacher Corps community council can play a central role in coordinating human service delivery and in building a political base to implement desired programs. The council can also encourage the development of community support systems as an important adjunct to the formal human service network. To be most effective, each Teacher Corps project should analyze the political structure of the community it serves and determine how this information can be beneficially used. Such analysis should encompass both formal and informal structures. A brief annotated bibliography is included. (Author/WD)

ED201744 CE028564
Effects of a Community Educational Component on Parental Perceptions of the School.
Nussbaum, Claire A.
Apr 1981 55p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981). Appendix is marginally legible.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142); CONFERENCE PAPER (150)
Geographic Source: U.S.; Texas
Journal Announcement: RIEOCT81

Community education programs have seldom presented quantitative data to validate the usefulness of the program. This study was an attempt to establish a beginning community education program while planning for quantitative evaluation from the initiation of the project. Based on a group process, community residents were involved in the development of a 49-item Likert-formatted survey instrument which was administered to a one percent, random, stratified sample of a southwestern metropolitan city. The instrument dealt with community concerns about education. Based on the factor analysis, analysis of variance, Scheffe tests, and Spearman Rho rank order correlations among teacher, parent, and community respondent groups, a community education plan was designed for the elementary school in the area. One of the four components developed was analyzed in detail using a separate-sample pretest-posttest control group design to test eight hypotheses regarding the effect of the program on parental perceptions of the school. The results indicated that community education can be an effective force in modifying parental perceptions of the school in a positive direction. (Author/KC)

ED100895 SP008819
Elementary School Reading Instruction; A Design for a Reading Teacher Education Course Using Competency-Based Individualized Modular Instruction.
Hakanson, Edward E.
9p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEMAY75

This paper describes a program designed to prepare teachers to teach reading. Nine general objectives and 10 categories of behavioral objectives are listed. For each objective within the program, the student will have at least two choices of instructional modes. In addition, students may plan their activities for achieving a stated objective by negotiating with the professor. Complete development of each instructional module requires the production of a prospectus, preassessment procedures, instructional options, and postassessment procedures. Diagrams that illustrate the projected sequence of a student through the course, the basic conceptual design of the modules, and the student's route through a module are included. (PD)

ED185028 SP015812
Engaging in the Study of Organizations. A Temporary Systems Approach to the Description and Analysis of Teacher Corps' Pilot Trainer Workshops.
Bryant, Brenda; And Others
Nebraska Univ., Omaha. Center for Urban Education.
Feb 1978 372p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Contract No.: 300-77-0156
EDRS Price - MF01/PC15 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Nebraska
Journal Announcement: RIEAUG80

This report is a description and analysis of Teacher Corps' Pilot Trainer Workshops (PTW) conducted in July, 1977. The volume serves two purposes: First, it provides descriptive information to those parties who may be involved in the delivery of programs similar to the Teacher Corps project, as well as providing specific recommendations regarding strategies for program design and implementation. Second, questions are raised and general suggestions are provided for persons responsible for policy decisions regardng Teacher Corps' approach to providing training for education practitioners. The Teacher Corps' project is based on the principle that the study of organizational theory is critical to the effective performance of professional educators, an attitude reflected in the content of this report. (Author/LH)

ED132135 95 SP010667

Evaluating Programmatic Impact in Education.

Dick, Walter

1976 119p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

Grant No.: G-OEG-7501834

Available from: Teacher Corps Research Adaptation Framework, University of Oklahoma, 555 Constitution Avenue, Norman, Oklahoma 73037 ($1.99)

EDRS Price - MF01/PC05 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEAPR77

This document reports the first-year activities of Teacher Corps projects demonstrating the training framework entitled, Adaptation of Research Findings. These projects incorporate into their design the results of research, empirical practices and processes that have proven effective and relevant to the educational processes for schools serving low-income populations. Chapter I provides an overview. Chapter II presents an in-depth look at the evaluation process and discusses the differences between impact and process evaluations. A comparison is made among projects that focus on either student outcomes, teacher outcomes, or institutional outcomes, and the implications of these different foci are discussed. Considerations of where to begin to conceptualize the evaluation process are presented in Chapter III. The fourth chapter discusses the design of impact evaluation studies and presents some alternative approaches to evaluation such as quasi-experimental designs and the establishment of criterion standards. Chapter V discusses the design and selection of evaluation instruments. A variety of instruments are considered as well as behavioral indicators that can be used to evaluate project outcomes. Chapter VI argues that the process of evaluating ongoing activities during the course of the project is of critical importance both to the management of the project and to the eventual sharing of the project's outcomes. The importance of careful preparation of data gathered during the evaluation process is considered in Chapter VII, and the importance of the organization, display, and interpretation of data in order to maximize usefulness is emphasized. Chapter VIII focuses on some of the major problems that arise in the impact evaluation process. The final chapter summarizes the importance of both process and impact evaluations. (MM)

ED185011 SP015747

Evaluating Teacher Education. 1975 CMTI Impact Study.

Nebraska Univ., Omaha. Teacher Corps Recruitment and Technical Resources Center.

Sep 1976 102p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

Contract No.: 300-75-0100

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Nebraska

Journal Announcement: RIEAUG80

These technical papers examine alternative approaches to the evaluation of inservice and preservice training programs for Teacher Corps interns. The first paper explores the theoretical and practical consequences in conceptualizing teacher education as a socialization process. In the second, the suggestion is made that to understand the socializing impact of a teacher training event, it may be necessary to have as full a description of that event as possible, and offers ways in which this may be obtained. An argument is made in the third paper that current standard evaluation methods are not appropriate for illuminating many features of an event in teacher education. The final paper explores the problems experienced by contractual evaluators of teacher education programs, raising the ethical and political questions with which they are faced. (JD)

ED065488 24 SP005815
Evaluation of National Center for Educational Research and Development/Teacher Corps Competency-Based Education Development Project. Final Report.
Pursley, Peter
Frederick Burk Foundation for Education, San Francisco, Calif.
Aug 1971 5p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.: BR-0-8075
Grant No.: OEG-0-70-4676
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIENOV72

This report on the NCERD/Teacher Corps competency-based teacher education project (CBTE) is an assessment of the extent to which the project's objectives were realized. Two methods of inquiry were employed. The principal method of inquiry was interviewing key participants on the Teacher Corps program. The secondary method employed was a review and analysis of project records, proposals, memoranda, and reports. The project's principal goals and progress toward those goals were assessed as follows: the goal of project clarification was fully realized by July 1971; the goals of CBTE program implementation was fully realized in the San Francisco State College Teacher Corps Cycle 5 as of August 1971; and the goal of collaboration in project operations was fully realized after appropriate revisions in the decision making process were made. It was recommended that future CBTE projects of this type be funded on a fee per student successfully trained basis. (Related document is SP 005 814.) (Author/MJM)

ED065487 24 SP005814
Evaluation of National Center for Educational Research and Development/Teacher Corps Competency-Based Education Development Project.
Fraenkel, Jack R.
San Francisco State Coll., Calif.
May 1972 127p.
Sponsoring Agency: National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No.: BR-0-8075
Grant No.: OEG-0-70-4676
EDRS Price - MF01/PC06 Plus Postage.
Language: ENGLISH
Journal Announcement: RIENOV72

This report describes a 1-year effort at San Francisco State College to incorporate as part of a Cycle 5 Teacher Corps Project some aspects of competency-based education in the instruction of the Teacher Corps interns. A 3-hour weekly course in curriculum and instruction occurring for the entire 1970-71 academic year served as the vehicle of competency-based instruction. Intern and staff dissatisfaction with the initially traditional nature of the course resulted in a number of innovative changes, the most noticeable of which being the formation of cluster-development teams, consisting of both interns and staff members. These teams worked jointly to design instructional modules and clusters (groups of modules), and to collect, store, and organize the material necessary for the implementation of these modules. Intern attitudes toward the Teacher Corps program were assessed both at the beginning and end of the 1970-71 academic year. A number of recommendations for developing competency-based instructional programs are given. An 18-item bibliography and appendixes are included. (Related document SP 005 815.) (Author)

ED049153 SP004680
Evaluation of Pittsburgh Teacher Corps Pre-Service Program--Fourth Cycle, June 25-August 31, 1969.
McCahon, David; And Others
Pittsburgh Univ., Pa. School of Education.
1969 55p.
Sponsoring Agency: Teachers Corps, BEPD.
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEJUL71

Evaluation of the preservice portion (summer 1969) of the 2-year fourth cycle Teacher Corps Program at the University of Pittsburgh involved 1) determination of objectives for the preservice program; 2) literature and document search; 3) interviews with interns, instructional consultants, corps administrators and university instructors, public school personnel, and community residents; 4) observation of interns and instructional consultants in their schools and observation of the selection and screening process for interns and instructional consultants; and 5) questionnaires. The 8-week preservice program for 50 interns working with eight instructional consultants included 1 week devoted to orientation and intercultural sensitivity training; 6 weeks of student teaching, community seminar, reading and arithmetic methods seminars, and field experiences including seminars on microteaching, educational objectives, and analysis of teaching; and one week of assessment. (Included are behavioral objectives and criteria for the program with evaluation of attainment; summary evaluation of various program phases; and recommendations regarding planning, screening, intercultural training workshop, placement, program, and management.) (JS)

ED047001 TM000368

Evaluation of Pittsburgh Teacher Corps Pre-Service Program - Fourth Cycle.

McCahon, David; And Others
Pittsburgh Univ., Pa. School of Education.
1969 56p.
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEMAY71

The purpose, methodology, limitations, program, and recommendations of this evaluation are carefully spelled out. The background, programs, intern selection procedures, and instructional consultant selection procedures, and responsibilities of the Pittsburgh Teacher Corps are described. A primary task was the preparation of a set of behavioral objectives which are listed and the number of interns who met the criteria during the pre-service session is indicated. Data was collected by means of the Instructional Consultant Checklist. Results from a Reactionnaire revealing participants reactions to, and the climate of the training sessions are reported. See TM 000 405 and TM 000 406 for descriptions of the instruments mentioned. (CK)

ED173301 SP014077

Evaluation Report of the Teacher Corps Cycle XII and Program 78 Developmental Training Conference.

Burry, James
Nebraska Univ., Omaha. Center for Urban Education.
Dec 1978 136p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Contract No.: 300-77-0156
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; California
Journal Announcement: RIENOV79

Descriptive characteristics of participants in the 1978 Teacher Corps Conference are first presented in this report. This data includes information on role in the teacher corps project, age, race, and geographic location. The report discusses participants' overall assessments of the sessions they attended daily. The major events of the conference are described, as well as how each event and its component sessions were judged by the participants and how they were selected for follow-up at the project level. The overall evaluations of the entire conference as seen in the post conference ratings of success are presented. A section is included dealing with interpretations of the evaluation data and recommendations for future national conferences. (Author/JD)

ED063278 24 SP005769

Evaluative Follow-Up of Teacher Corps Interns: An Analysis of Teacher Behavior. Final Report.

Smith, Floyd R.; Stolarz, Theodore J.
Chicago Consortium of Colleges and Universities, Ill.
Apr 1972 78p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.: BR-0-E-176
Grant No.: OEG-5-71-0012(509)
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Journal Announcement: RIESEP72

This study is a systematic follow-up, undertaken by the Chicago Consortium, to evaluate the classroom performance of its graduates. Inferences about their effectiveness were made through assessments of their observed behavior, using the Classroom Observation Record (COR) and the Flanders Interaction Analysis Categories (FIAC). Trained observers observed each graduate intern two times. They also obtained data on two control groups matched on important variables for comparative purposes: a) a random selection of teachers with similar experience, and b) experienced teachers who were designated superior. Outcomes of the study are as follows: no significant differences were found between the graduate interns and the two control groups on the FIAC. Significant differences, ranking superior teachers first and graduate interns second, were found on major variables of the COR; the most striking result was the sameness of the three study groups on the FIAC. Also noteworthy was the inability of superior teachers to display any of the distinguishing features of other superior groups cited in the research. The feasibility of using school system personnel as observers was demonstrated. School system cooperation, although difficult to give in the normal functioning of the schools, was excellent. Further research and innovative programs are recommended. A 32-item bibliography, tables, figures, and appendixes are included. (Author/MJM)

ED180963 SP015182
Every Child is Gifted. A Resource Guide to Multi-Talent Activities for Teachers Based Upon Experience With Middle School Students. Occasional Paper Series No. 3.
Hainsworth, Jerome C., Ed.
Murray State Univ., Ky.
May 1977 211p.; For related document, see SP 015 176
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Available from: Teacher Corps Project Director, Murray State University, Murray, KY 42071 ($5.00)
EDRS Price - MF01/PC09 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Kentucky
Journal Announcement: RIEMAY80

The concept that each child has unique talents that can be developed through a school-based instructional program is the basis for the described project and accompanying guide book for teachers. A rationale for talent development and research findings on the topic are presented, as well as articles on multiple talent education and talent identification. Sample activities by talent areas and resulting student products are included. Talent areas emphasized are creativity, planning, communication, forecasting, and decision making. (JD)

ED086665 SP007601
Excellence in Teacher Education. 1973 Distinguished Achievement Awards Program.
American Association of Colleges for Teacher Education, Washington, D.C.
1973 18p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEMAY74

The State University of New York College of Cortland received the 1973 Distinguished Achievement Award for its Project Change, a performance-based early childhood teacher education program. Also cited for distinguished achievement were a) Teachers College of Ball State University, Indiana for an experimental program designed to include laboratory-centered experiences in the training of elementary school teachers; b) Southern Colorado State College for its Teacher Corps program which maximizes interaction among public schools, the college, and the community; c) University of Massachusetts at Amherst for creating a council in the School of Education responsible for policy making, admissions, leadership, administrative coordination, and program internship; and d) Western Washington State College for demonstrating the efficacy of a competency-based teacher education program through a portal school while at the same time enlarging the cognitive and affective capabilities of inner-city elementary school children. The announcement booklet contains brief descriptions of the five award-winning programs and of the eight programs that received recognition certificates. A list of the 1973 entrants concludes the booklet. (DDO)

ED104852 SP009090
Excellence in Teacher Education. 1975 Distinguished Achievement Awards Program.
American Association of Colleges for Teacher Education, Washington, D.C.
1975 16p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: BOOK (010)
Journal Announcement: RIEAUG75

This document salutes the winning programs of the American Association of Colleges for Teacher Education's 1975 Distinguished Achievement Awards competition. The programs cited are the following: (a) Memphis State University's Project Memphis, an educational model providing handicapped infants service; (b) Indiana University's field-based Alternative School Teacher Education Program, which assists teachers in obtaining skills and experiences necessary for teaching in alternative public schools; (c) St. Edward's University's Bilingual-Bicultural Teacher Education Program to improve the educational achievement of Mexican American children in elementary school through the preparation of their teachers; (d) The University of Alabama in Birmingham's First-Year Teacher Pilot Program to maximize success of beginning teachers through establishment of a collaborative support system; and (e) The University of Michigan's Teaching as a Psychological Process, a field-based teacher education program to assist future teachers in applying psychology to the classroom. Certificates of recognition went to the following programs: (a) Austin College's Texacoma Cooperative Teacher Center; (b) College of Saint Teresa's Competency-Based Curriculum for Preservice Elementary Teachers; (c) Iowa State University's Models for Career Education; (d) The Ohio State University's program in Industrial Technology Education; and (e) the University of Pittsburgh's Middle School Teacher Corps Project. (JS)

ED158952 95 RC010733

Extracting Learning Styles from Social/Cultural Diversity. A Study of Five American Minorities.

Morris, Lee, Ed.; And Others

Southwest Teachers Corps Network, Norman, Okla.

1978 123p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

Grant No.: OEG-007-700-119

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: BOOK (010)

Geographic Source: U.S.; Oklahoma

Journal Announcement: RIEJAN79

The monograph presents seven papers which challenge the extent to which experiential backgrounds are used in the context of the school's teaching-learning process. The first paper discusses mind sets, multi-cultural variants and mastery learning, maintaining that many minority students are victims of educational mind sets. Next, past and present research on how black children learn, and what can be done to educate them more effectively are discussed. The third paper addresses selected problems experienced by most Chicano children upon entering the school culture and presents several essential factors that, if used, will help teachers design educational approaches to better meet the needs of these students. The next paper discusses lifestyles of Native Americans from rural-reservation environments; compares achievement and intelligence potential of Native and non-Native American children; and maintains that there is a direct relationship between Native American culture and learning styles. The fifth paper suggests that differential learning styles are more related to economic status than to ethnic status and that the problems faced by poor whites are not related to learning styles per se. Working from Old World antecedents, Chinese values transformed and created on American shores are examined in the next paper. Two learning styles are distinguished from the characterological types that have emerged from these experiences: the heterodox (warrior) and the orthodox (victim). Finally, a schema for developing instructional units for diverse teaching-learning styles within multicultural classroom settings is given. (Author/NQ)

ED143641 95 SP011409

Factors Affecting CBTE Program Development as Reported by Institutions and the New York State Education Department.

Rostetter, David J.

State Univ. of New York, Albany. Teacher Education Developmental Service.

1976 92p.; For related documents, see SP011 401-409 and SP011 542; Not available in hard copy due to marginal legibility of original document

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

Contract No.: 300-76-0034

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEJAN78

This report is one in a series of ten documents examining the experiences of New York State in the transition from traditional to competency based teacher education. This volume presents data on institutional perceptions of problems relating to program development. Institutions of higher education and the State Education Department perceptions are reported and compared. An additional dimension of the report is an analysis of the State Education Department's proposal review process. Background, statement of the problem, and purpose of the research are discussed in an introductory section. The body of data is presented in three phases: Phase I--elements of program development; Phase II--State Education Department program review process and perceptions of elements of program development; and Phase III--comparison of these perceptions. Instrumentation and correspondence are presented in the appendices. (MJB)

ED143640 95 SP011408
Factors Affecting the Institutional Development of CBTE Programs. Vol. 6. Technical Assistance.
Baldwin, Alexinia Y.; Nielsen, Dennis J.
State Univ. of New York, Albany. Teacher Education Developmental Service.
1976 75p.; For related documents, see SP011 401-409 and SP011 542 ; Best copy available
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Contract No.: 300-76-0034
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJAN78

This report sought to identify, describe, and compare the characteristics of technical assistance as they related to the process of meeting the New York State Department of Education mandate for the establishment of performance based teacher education programs (PBTE). Research questions dealt with (1) the knowledge levels of participants regarding PBTE before and after working on program development, (2) difference in knowledge levels of those who received one-year program registration as opposed to those who received four-year program registration, (3) usefulness of technical assistance for the different categories of respondents. In relating four- and/or one-year program registration to the change in knowledge levels, and the usefulness of seven types of assistance (consultants, internal and external training, conferences, general and skill training materials, and other types) to knowledge of the concept of PBTE, knowledge of the New York State mandate, and knowledge of program preparation, the researchers identified certain trends. Although schools receiving one-year registration indicated less knowledge of the PBTE concept at the outset, they also reported knowing more about it by the end of program development than did participants from schools receiving four-year registration. In general, there was very little difference shown in the usefulness of technical assistance between large and small institutions. Internal training was the most useful type of technical assistance identified. The report concluded that institutions whose program was registered for one year spent more time and gathered more information in seeking to prepare themselves to meet state requirements but, in doing so, seemingly spread their resources widely and dispersed the focus of the project. (MJB)

ED143639 95 SP011407
Factors Affecting the Institutional Development of CBTE Programs. Vol. 5, Leadership Process.
Howes, Nancy
State Univ. of New York, Albany. Teacher Education Developmental Service.
1976 77p.; For related documents, see SP011 401-409 and SP011 542 ; Best copy available
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJAN78

This report examines consortia leadership factors in institutions of higher education (IHE) responding to a New York State Department of Education mandate for performance based teacher education (PBTE). To assess the effect of leadership on program registration, the following questions were investigated: (1) the nature of leadership within and across the task force, policy board, and IHE in terms of leaders' commitment to PBTE, to the design of a PBTE program, to provisions for logistical and psychological support, and to frequency of meeting with his group or individual members; (2) the similarities and dissimilarities in leadership styles, viewed across the varied categories of IHE size and type, program registration respondent group, and program type; (3) the relationship, if any, between the various elements of leadership; and (4) the set of leadership variables most strongly related to program design being accepted for a four year rather than a one-year period. Analysis of the data is presented, and the conclusion is drawn that leaders generally took an active role in the work of their groups, contributed both logistical and psychological support, and that good leadership contributed significantly to design efforts that resulted in a four-year program registration. (MJB)

ED143638 95 SP011406

Factors Affecting the Institutional Development of CBTE Programs. Vol. 4, Decision Making Process.

DeLuca, Nicholas M.

State Univ. of New York, Albany. Teacher Education Developmental Service.

1976 59p.; For related documents, see SP011 401-409 and SP011 542 ; Best copy available

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

Contract No.: 300-76-0034

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEJAN78

This report focuses on the decision-making process of institutions of higher education and their consortia as they responded to a New York State Education Department mandate for competency based teacher education programs. The following questions guided the research: (1) Who was involved in making decisions about policy board composition, consortium operating procedures, plan content, and final plan signoff procedures and protocol? (2) What was the nature of individual involvement in the decision processes of the policy board, task groups, and institutions of higher education (IHE)? (3) What were the characteristics of the process in terms of individual participation and influence in decision making, decision-making style of the consortium leader, degree of conflict and amount of time involved in reaching decisions, and pressure to conform to the majority decision? and (4) What was the structure of the decision-making process followed by the consortium? The consortium type of organization for program development seemed to be a workable one, with the majority of participants feeling that the democratic nature of the decision-making process, with an effective feedback system, allowed them to engage in participation to their satisfaction. On the whole, it appeared that size was the crucial factor in the differences among institutions, since smaller IHE's with smaller consortia, tended to receive four-year program registrations more frequently. (MJB)

ED143637 95 SP011405

Factors Affecting the Institutional Development of CBTE Programs. Vol. 3, Organizational Change Process.

Howes, Nancy J.

State Univ. of New York, Albany. Teacher Education Developmental Service.

1976 173p.; For related documents, see SP011 401-409 and SP011 542 ; Best copy available

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

Contract No.: 300-76-0034

EDRS Price - MF01/PC07 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEJAN78

This document examines common organizational change factors that were evident as teacher education institutions moved toward a performance based teacher education (PBTE) model of teacher certification pursuant to a New York State Department of Education mandate. Four questions were addressed: (1) What was the nature of the PBTE design process? (2) What organizational change variables facilitated the design of a PBTE program? (3) Are all consortia equal in their ability to design a PBTE program? and (4) What variables can be used as strategic manipulable levers in the design of PBTE programs? Policy boards, task forces, and institutions of higher education respondents completed questionnaires focusing on the design phase of program development and provided generally positive reactions to PBTE and their PBTE programs. Study findings indicate that PBTE programs may be more easily designed if the administrators of institutions of higher education work together to (1) set up communications networks between consortium design groups, (2) channel PBTE information exchange through the communication networks, (3) obtain design funds and materials to support the consortium's efforts, (4) set up an inservice training program to assist the consortium designers in developing the program, and (5) keep the policy board and task force groups informed of each others' design activities. (MJB)

ED071786 80 RC006668
Educational Communication for the Deprived Child: Report and Suggestions. Texas A & I University, Kingsville, Texas, Teacher Corps Project Report. First Cycle Program 1966-1968.
Elliott, Floyd W., Comp.; Cox, Robert L., Comp.
Texas A and I Univ., Kingsville. Teacher Corps Project.
1968 171p.
Sponsoring Agency: Bureau of Educational Personnel Development (DHEW/OE), Washington, D. C. Teachers Corps.
EDRS Price - MF01/PC07 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEMAY73

The aims of the Teacher Corps are (1) to strengthen educational opportunities for children in areas with concentrations of low-income families; (2) to attract and prepare persons to become teachers in such areas through coordinated work-study experiences; and (3) to encourage colleges and universities, schools, and state departments of education to work together to broaden and improve their teacher education programs. During their 2-year training, the Teacher Corps interns work directly with deprived children in assigned school districts. The Teacher Corps members at Texas A & I University worked in the communities of Corpus Christi, Rio Grande City, Ben Bolt-Palito Blanco, and East Central. In this report, some methods, procedures, and materials which the corpsmen found useful during their work experience are presented to teachers and individuals interested in the education of economically and educationally deprived children, specifically in South Texas. The report is divided into 2 major sections containing (1) a general introduction to the subject, problem, and purpose of the report, including descriptions of the communities and of student characteristics; and (2) suggested methods, procedures, and materials for working with similarly deprived children. Also given are brief descriptions of the student characteristics, simple descriptions of 13 of the students, and pieces of conversation taken from discussions with some of the students. (NQ)

ED206588 SP018756
Educational Decision Makers in Temporary Systems.
Laffey, James, Ed.; And Others
Midwest Teacher Corps Network, Lansing, Mich.; Roosevelt Univ., Chicago, Ill.
Oct 1978 131p.; Proceedings of the Educational Decision Makers Conferences (Chicago, IL, October, 1977; and St. Louis, MO, May, 1978).
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: CONFERENCE PROCEEDINGS (021); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Michigan
Journal Announcement: RIEJAN82

Two conferences were held to assist principals, superintendents, deans, and Teacher Corps directors in institutionalizing the temporary systems of Teacher Corps projects into the permanent systems of the school, community, or university. The overall goals for the conferences were: (1) to develop and test a variety of professional development models for educational decision makers; (2) to help educational decision makers explore anthropology and organizational theory as analytical and evaluative frameworks for viewing institutional/community relationships; (3) to specify generic experiences and skills which would assist change and legitimation strategies; and (4) to evaluate and disseminate. Participants were highly satisfied with speakers and activities in both conferences. Papers were presented on the following topics: anthropology and education; intercultural understanding; organizational concepts; simulation activities in decision making; and institutionalizing a resource center in an elementary school. (FG)

ED146170 95 SP011883
Educational Models We Recommend. Improving Learning Opportunities: IMPACT Series, No. 7.
Lincoln Public Schools, Nebr.; Nebraska Univ., Lincoln. Teachers Coll.
1977 21p.; For related documents, see SP011 878-84 and 728
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Contract No.: OE 600-750-3580
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEMAR78

This booklet is the seventh in a series of eight that document the University of Nebraska-Lincoln/Lincoln Public School involvement in the Tenth-Cycle Teacher Corps Program. In addition to the five models discussed in other booklets (two through six) in the series, six other models were developed to aid in accomplishing the program goals. These six models form the basis of this booklet and are: (1) Learning Opportunities for Teachers (LOFT) model, designed to encourage teachers to provide students with a physical environment in which the student can best work; (2) leadership; (3) motivation; and (4) decision making models; (5) a community awareness model; and (6) a multicultural education model. Graphic displays of each of these models are presented, and basic characteristics of each are described. (MJB)

ED202132 EA013584
Educational Policy and Planning. Compensatory Education Programmes in the United States.
Organisation for Economic Cooperation and Development, Paris (France).
1981 340p.; With a resume in French. Some charts may reproduce poorly due to marginal legibility of original document.
Available from: OECD Publications and Information Center, Suite 1207, 1750 Pennsylvania Ave., NW, Washington, DC 20006 ($17.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: France
Journal Announcement: RIEOCT81
Government: International

This description of federal compensatory education programs for the economically disadvantaged was prepared for the Organization for Economic Cooperation and Development's review of national education policies. As background, the report first describes the U.S. educational system, the social and educational changes since 1954 that gave rise to compensatory programs, and the current debates over these programs. Six chapters then discuss the goals, target populations, services, and results of federal compensatory programs at the preschool, elementary, secondary, and postsecondary levels, including the training of teachers to serve disadvantaged groups. Among the programs covered are Head Start, Title I of the Elementary and Secondary Education Act (ESEA), youth employment training, vocational education, Upward Bound, Talent Search, Special Services for Disadvantaged Students, Educational Opportunity Centers, college work study, Educational Opportunity Grants, college student loans, and the Teacher Corps. Three final chapters examine the compensatory programs' common objectives and implementation procedures, assess the programs' impact on educational resources and achievement, and analyze the multiplicity of federal compensatory programs and the proposed solutions to this problem. An appendix presents detailed case studies of Head Start, Title I of ESEA, and the Teacher Corps. (RW)

ED181639 EC122526
Educational Services as Continuous Process.
Mann, Philip H.
Miami Univ., Coral Gables, Fla.
.1979 13p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN80

The response of the Teacher Corps project schools to the mandates of P.L. 94-142 (the Education for All Handicapped Children Act) is reported. Changes in school based organization and management stemming from the legislation are divided into three categories: (1) general school types of procedures, including such areas as evaluation and assessment of the individual student's program and progress and evaluation of home/school relationships; (2) intervention team types of procedures, among which are such practices as team selection and better utilization of personnel; and (3) special education types of procedures, which initiate due process, formulate the individualized educational programs, format program implementation, and establish progress reporting. Implications for the teacher corps are considered in the areas of staff development and the determination of school needs. (PHR)

ED100881 95 SP008803
Effective Problem Solving. Affective 10.0.
Ward, G. Robert, Comp.; Borgers, Sherry B., Comp.
Houston Univ., Tex. Coll. of Education.
13p.; For related documents, see SP 008 804-806
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEMAY75

This competency-based teacher education module is designed so that the participant can become more effective in solving his or her problems by working through four stages. The four stages are: (a) verbally state your problem; (b) restate your problem and determine how you are involved in the problem; (c) restate your problem and emphasize your feelings and reactions; and (d) restate your problem and indicate ways in which you contribute to the situation. The module states the terminal objective, describes specified activities, and indicates postassessment procedures. Appendix A is an answer sheet to be used in the four steps. (JA)

ED143636 95 SP011404

Factors Affecting the Institutional Development of CBTE Programs. Vol. 2, Process Environment.

Bystydzienski, Jill M.; And Others

State Univ. of New York, Albany. Teacher Education Developmental Service.

1976 59p.; For related documents, see SP011 401-409 and SP011 542

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

Contract No.: 300-76-0034

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEJAN78

This document examines three process environment factors (communications networks, morale of consortia members, and teacher's union attitudes) and their influence on the responses of educational institutions to a New York State Department of Education mandate on performance based teacher education (PBTE). In studying the communications networks, the research focused upon three aspects: (1) formal vs. informal, (2) availability of information, and (3) centralized vs. decentralized networks. It appeared that formal communications networks helped somewhat in receiving a four-year program registration as did high availability of information concerning PBTE. The data seemed to indicate no relationship between the degree of centralization and whether a four-year or one-year registration was received. Morale and compliance with the mandate were looked at in terms of five areas related to satisfaction felt by members of the consortium and initial resistance of individuals to the PBTE mandate. Research in this area was inconclusive. Data seemed to support a relationship between cooperation of local teacher unions and four-year program registration. More general findings, as background for further research, include: (1) major objectives of the PBTE groups participating in this study were reported to be a) assistance to universities in the development and implementation of PBTE programs, b) meeting the state mandate on PBTE, and c) obtaining registration for the given programs; (2) PBTE group members were involved to a degree that they collectively found satisfactory in establishing requisite group objectives; and (3) implementation of proposals is a key area of concern to respondents in the survey. (MJB)

ED143635 95 SP011403

Factors Affecting the Institutional Development of CBTE Programs. Vol. I. A Descriptive and Summary Report of the Research.

Cooke, Kathleen G.; Whittle, Jenifer

State Univ. of New York, Albany. Teacher Education Developmental Service.

1976 125p.; For related documents, see SP011 401-409 and SP011 542

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

Contract No.: 300-76-0034

EDRS Price - MF01/PC05 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEJAN78

This document is a synthesis and summary of five reports investigating the experience of New York State in the implementation of competency based teacher education. The document presents: (1) background information that determined the basis for the study; (2) description of project development procedures; (3) intervening variables encountered as the research progressed; (4) impressions of researchers regarding the feelings of respondents toward items not discussed in the questionnaire; (5) short summaries of each of the five reports included in the series; (6) a synthesis of major findings of the study; and (7) recommendations for policy making and program design processes. Appendices present (1) a glossary of terms, (2) the questionnaire, (3) data on responses, (4) financing of CBTE teacher development programs, (5) summaries of three related studies of competency based teacher education implementation, (6) extended summaries of each of the studies included in the research, and (7) a model for cooperative research. (MJB)

ED161876 95 SP013342
Faculty Development for Inservice Education in the Schools.
Kersh, Bert Y.; And Others
American Association of Colleges for Teacher Education, Washington, D.C.
Sep 1978 69p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Available from: Order Department, American Association of Colleges for Teacher Education, One Dupont Circle, Suite 610, Washington, D.C. 20036 ($4.00, 10 percent discount on five or more; limited supply)
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEMAR79

Ideas and recommendations emerging from three regional workshops on staff development are presented. The workshops, conducted in early 1978, focused on three aspects of faculty development for inservice: the identification and and analysis of current and likely future staff development in colleges and universities whose mission in elementary and secondary school is to assist in the continuing education of practicing teachers; an expansion of awareness among college and university faculty on the state of the scene in inservice education and the roles they can assume in the process; and the provision of examples different colleges and universities have used in providing staff development services. The monograph is divided into seven sections, excluding introductory remarks. Section one considers various meanings of the term "faculty development," and places focus on the provision of more effective job-imbedded inservice education to school personnel. Section two examines the nature and impact of total institutional contexts, local school and community contexts, and state contexts upon the provision of staff development efforts. Section three reports on critical development needs, and section four relates those needs to components of inservice education. Section five details the search for exemplary programs of faculty development for inservice education. Section six presents a college-wide approach to the problem, and section seven presents recommendations and conclusions drawn from the regional workshops. (MJB)

ED186432 SP016101
FAPE Free Appropriate Public Education. University of Vermont Summer Institute (Burlington, Vermont, July 18-22, 1978).
Shiman, David, Ed.; And Others
Vermont Univ., Burlington.
1978 103p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: CONFERENCE PROCEEDINGS (021)
Geographic Source: U.S.; Vermont
Journal Announcement: RIESEP80

This document contains the proceedings from the University of Vermont's 1978 summer institute on special education and Public Law 94-142. In addition to containing the welcoming address, presentations concerning interpreting the mainstreaming law, on perspectives from the bureau for the handicapped, on the need for due process for handicapped children, on the role and responsibilty of the parents of handicapped children, on the educational needs of classroom teachers who are required to implement the federal mandate, and on the weaknesses of standardized testing when applied in the context of PS 94-142 are included. Also discussed is the commitment of the state of Vermont to implementing change in the educational system. A listing of conference faculty is appended. (LH)

ED134563 SP010747

Federal Education Programs and Their Effect on Teacher Education.

Timpane, Michael

Mar 1977 30p.; Position paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (29th, March 1-4, 1977, Chicago, Illinois); will be included in AACTE 1977 Yearbook

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: CONFERENCE PAPER (150)

Journal Announcement: RIEJUN77

This document examines developments in federal elementary and secondary education support programs and suggests ways in which teacher education institutions might respond to future developments in the field. Federal policy enacted in the Elementary and Secondary Education Act (1965) promotes five distinct goals: (1) equal educational opportunity; (2) educational reform; (3) educational research; (4) employment preparation; and (5) limited general support. While the role of the federal government has remained basically unchanged since, policy debate continues, centering on (1) education's position in national social policy, with an emerging consensus that the federal government should concern itself with economic stabilization, income security, and health insurance, leaving responsibility for educational support mainly to the states and (2) program management in the intergovernmental system, that is, the power positions of the federal and state governments and the local educational areas. Future trends indicate a heavy focus on state level activity involved in retrieving public confidence in the educational system and in managing decline due to shrinking enrollment, with new federal programs focusing on preschoolers, handicapped students, and adults. Implications for teacher training institutions involve: (1) responding to changed demographic factors (shift to inservice education, career preparation components, development of preschool and adult education services); (2) a planning effort to prevent a renewed teacher shortage in the 1980's; (3) concentration on management problems; and (4) cooperation in those programs that the federal government does offer for facility extension and improvement (teacher centers, teacher corps). (MB)

ED012699 SP001062

FEDERAL FUNDS AND TEACHER EDUCATION.

HAUBRICH, VERNON F.

22NOV1966 18P.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: CUMREPT

MAJOR PROBLEMS OF THE FEDERALLY-FUNDED FELLOWSHIP AND TEACHER CORPS PROGRAMS ARE (1) THE COURSES ARE PROFESSOR-ORIENTED (LITTLE EMPHASIS IS GIVEN TO MAKING SURE THAT THE CURRICULUM IS RELATED TO REALISTIC SCHOOL SITUATIONS) AND (2) THE TEACHER IS SO ISOLATED IN THE UNIVERSITY SETTING THAT HE CAN MAKE NO LINKAGE BETWEEN HIS LEARNING AND HIS TEACHING. EXPERIENCE SHOWS THAT (1) CRASH PROGRAMS DO NOT WORK, (2) THE INSTITUTION THAT DESIRES CHANGE IN THE STUDENT MUST BE ON THE SCENE AND REMAIN ON THE SCENE TO RECEIVE FEEDBACK AND CRITICISM, (3) SELECTION PROCEDURES ARE CRUCIAL TO THE SUCCESS OF A TRAINING PROGRAM, (4) PROGRAMS MUST BE RECEPTIVE TO FEEDBACK AND CRITICISM, READILY AMENABLE TO CHANGES, AND (5) GRADUATE PROGRAMS SHOULD HAVE OPEN SESSIONS FOR EXCHANGE OF INFORMATION AND PROBLEMS. OTHER NONFIELD-TESTED IDEAS SET FORTH ARE (1) ATTENDANCE BY GROUPS RATHER THAN ISOLATED INDIVIDUAL TEACHERS WILL RESULT IN GREATER IMPACT, (2) CURRICULUMS SHOULD BE BASED ON STUDENTS' WANTS AND NEEDS, (3) FIELD EXPERIENCE MUST BE GIVEN, (4) CONTINUOUS FACULTY ATTENTION MUST BE GIVEN TO DIAGNOSIS AND FEEDBACK, (5) INTERLOCKS MUST BE ESTABLISHED BETWEEN SELECTED PUBLIC SCHOOL SYSTEMS AND THE SPONSORING COLLEGE OR UNIVERSITY, AND (6) EXPERIMENTATION AND EVALUATION SHOULD BE ENCOURAGED. (AF)

ED185188 UD020432
Federal Role in School Reform from Sociological and Educational Perspectives.
Fox, G. Thomas, Jr., Ed.
Emporia Kansas State Coll.; Florida Univ., Gainesville.; Houston Univ., Tex.; State Univ. of New York, Albany. Teacher Education Developmental Service.; Wisconsin Univ., Madison. Teacher Corps Associates Program.
.1974 119p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: COLLECTION (020); REVIEW LITERATURE (070)
Geographic Source: U.S.
Journal Announcement: RIEAUG80

This monograph contains (1) five papers on issues raised in a study by Ron Corwin on the Teachers Corps program as an instrument of educational change, (2) a summary of educators' and sociologists' responses to the papers, and (3) an essay by the editor on possibilities for educational change and institutional reform. The first paper is by Melvin Tumin and deals with the issue of organizational survival in the wake of educational reform. In the second paper, author Minnie W. Koblitz discusses the implications of the Corwin report for the classroom teacher. The third paper, by Mario D. Fantini, relates Corwin's analyses to the problems of achieving educational reform in urban communities. In the fourth paper on minority groups and educational reform, Carl and Gloria Grant review the history, purpose, administration, and effectiveness of two Federal reform efforts, Title I of the Elementary and Secondary Education Act and Project Head Start. The fifth paper is by Martin Haberman and focuses on the issue of teacher education as an instrument for change in the public elementary and secondary schools. (GC)

ED070747 SP005966
Field Centered Teacher Preparation. Final Report, Cycle 5, 1970-1972.
Murphy, D. M.
Alaska Rural Teacher Training Corps, Anchorage.
1972 19p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEAPR73

The final report for Cycle 5 of the Alaska Rural Teacher Training Corps (ARTTC) consists of retrospective observations on the program over the period May 1970 through August 1972. The preparation of the report consists of the observations and assessments of the project director. Contents of the report include a project description, program overview, project objectives, discrepancy evaluation, the school system, and the community. Discrepancy evaluation emphasizes the modification of a regular teacher training program, the effects on educational personnel, and the teacher corps as a viable model. Benefits accured, enhanced educational opportunities for children, significant changes in schools, administrators' and teachers' attitudes toward ARTTC, in-service training, and graduating corpsmen are discussed in relation to the school system. The final section presents the school-community-program relationship. (MJM)

ED161849 SP013233
Field-Based Clinical Inservice Education. Eleventh Cycle Teacher Corps.
Freiberg, H. Jerome; And Others
Houston Independent School District, Tex.
1978 38p.; Presented at Natonal Council of States on Inservice Education Conference (San Francisco, California, November 16-18, 1978)
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Contract No.: G007803345/489CH80287
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Texas
Journal Announcement: RIEMAR79
Government: Local

The major goal of the inservice program described in this document was to develop, implement, and evaluate a training program designed to maximize the professional growth of inservice personnel, including all participants in each phase of planning. The services of a clinical instructor and a consultant were used. In the planning phase of the program, teachers specified individual needs and objectives, and the program adhered closely to these stated goals. The consultant identified ways in which the clinical instructor could assist the teacher in mastering and applying new skills. The program was conducted, in part, in the classroom with the clinical instructor actively participating with the teacher providing feedback with regard to the teacher's mastery of new skills and knowledge. Alternative learning activities for teachers with differing interests and abilities were offered in workshops, and opportunities to practice new skills were provided in a protected setting away from the classroom. Emphasis was placed on the individual teacher's professional goals, and financial incentives were offered to participants. (JD)

ED031322 RC003432
Financial Assistance of Mexican American Students in Higher Education.
Rodriguez, Armando
California State Coll., Long Beach.
May 1969 12p.; Paper presented at Conference on Increasing Opportunities for Mexican American Students in Higher Education (Long Beach, California, May 15-17, 1969)
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Available from: Dr. Mayer J. Franklin, School of Education, California State College, Long Beach, California 90801
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEDEC69

The problem encountered by Mexican Americans in finding and obtaining sources of financial aid to enter and continue in higher education is reviewed. Financial assistance provided by the Federal Government is described and discussed. Programs such as Talent Search, Upward Bound, Educational Opportunity Grants Program, National Defense Student Loan Program, and the College Work-Study Program are emphasized. Additional programs pointed out include Guaranteed Loans, Teacher Corps, High School Equivalency Program (HEP), and the High Potential Program. Eight scholarships designed specifically for Spanish-speaking students and 4 national organizations of Mexican Americans also offering scholarships are listed, along with addresses for obtaining information. Related documents are RC 003 429, RC 003 431, RC 003 433, and RC 003 436. (SW)

ED107492# SE019012
Flowcharting. A Beginning Mathematics Unit.
Winston, Susan; And Others
District of Columbia Public Schools, Washington, D.C. Teacher Corps.
Sep 1971 73p.; Marginal legibility on entire document
Available from: ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)
Document Not Available from EDRS.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEOCT75

This is a flowcharting unit developed by teachers. There is a listing of the unit's objectives, the terminal one being that the student be able to draw and follow a flowchart describing a simple task involving a decision. A copy of the pretest is included. The first set of materials consists of four lessons and is a contract the student makes with the teacher. It is to be accomplished in one week. The second set has twelve activities, some mathematical and some nonmathematical in nature. The third set consists of four lessons. These lessons are nonmathematical in nature. The fourth set employs discovery lessons. There are both mathematical and nonmathematical examples. Evaluation materials and a final test written in flowchart form are included. (KM)

ED186417 SP016048
Follow-up Conference Assessments Impact Study.
Bryant, Brenda; Shinn, Earl
Southeastern Teacher Corps Network, Atlanta, Ga.
Nov 1979 48p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Georgia
Journal Announcement: RIESEP80

The follow-up assessments contained in this document represent four conferences that were sponsored by the Southeastern Teacher Corps Network in 1977. The conferences are entitled: 1) The Parent Education Program; 2) The Learning/Listening Conference; 3) The Multicultural Education Conference; and, 4) The Inservice Education Conference and Staff Development Seminar. The surveys used to collect the data for this report were sent to participants after sixteen months and twenty-three months. To determine the impact of these events, the questionnaires explored the participants' application, development, and sharing of skills gained at the conferences. Copies of the questionnaires used are appended. (LH)

ED011870# SP000884
FRONTIERS IN TEACHER EDUCATION. ANNUAL MEETING OF THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION (18TH, 1966). NINETEENTH YEARBOOK.
RUDBECK, VIRGINIA
American Association of Colleges for Teacher Education, Washington, D.C.
1966 1p.
Document Not Available from EDRS.
Language: ENGLISH
Journal Announcement: DH6667

THE 14 PAPERS APPEARING IN THIS REPORT OF THE PROCEEDINGS ARE--(1) "LEADERSHIP FOR INTELLECTUAL FREEDOM IN HIGHER EDUCATION," (2) "SOME IMPLICATIONS OF FEDERAL INVOLVEMENT IN EDUCATION," (3) "OLD AND NEW FRONTIERS," (4) "FRONTIERS, REAL AND MYTHICAL," (5) "CHALLENGES FOR TEACHER EDUCATION," (6) "THE COMPACT FOR EDUCATION," (7) "FEDERATION OF REGIONAL ACCREDITING ASSOCIATIONS," (8) "CURRICULUM INNOVATION FROM THE LOGIC OF THE DISCIPLINES," (9) "CURRICULUM INNOVATION FROM THE NATURE OF THE PROCESS," (10) "CONCEPTS BASIC IN THE ACCREDITATION OF TEACHER EDUCATION," (11) "THE COORDINATING BOARD," (12) "IMPLICATIONS OF THE NEW NCATE CONSTITUTION FOR THE REBUILDING OF PRESENT STANDARDS AND THEIR FUTURE EVALUATION," (13) "IMPLICATIONS OF THE NEW NCATE CONSTITUTION FOR CHANGES IN THE PROCESS OF ACCREDITATION," AND (14) "PREPARATION OF AMERICAN TEACHERS IN THE FIELD OF WORLD AFFAIRS." ALSO PRESENTED ARE REPORTS OF CONFERENCE SESSIONS ON (1) "NEW DEVELOPMENTS IN EDUCATION--IMPLICATIONS AND ISSUES FOR TEACHER EDUCATION," (2) "RESEARCH AND INNOVATION IN TEACHER EDUCATION," (3) "NEW AND CREATIVE USES OF MEDIA IN TEACHER EDUCATION," AND (4) "PREPARING EDUCATIONAL PERSONNEL FOR DISADVANTAGED CHILDREN AND YOUTH," AN EVALUATION OF THEIR AMERICAN CAMPUS EXPERIENCE BY 2 AACTE INTERNS. SUBCOMMITTEE REPORTS AND A DIRECTORY OF OFFICERS, COMMITTEES, AND MEMBERS ARE ALSO INCLUDED. THIS DOCUMENT IS AVAILABLE AS NINETEENTH YEARBOOK, FROM EXECUTIVE SECRETARY, AACTE, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036, FOR $5.00. (LC)

ED067522 AA001053
Full-Scale Implementation of a Process Evaluation System for Programs of the National Center for the Improvement of Educational Systems. Volume 1: Summary.
RMC, Inc., Bethesda, Md.
Nov 1972 91p.
Sponsoring Agency: National Center for Improvement of Educational Systems (DHEW/OE), Washington, D. C.; Office of Program Planning and Evaluation (DHEW/OE), Washington, D.C.
Report No.: RMC-R-UR-172
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEFEB73

The second year of effort in the development of a process evaluation system for the programs of the National Center for the Improvement of Educational Systems (NCIES) is reported. The activity involved the full-scale implementation of the system in 438 projects in 12 NCIES programs. Programs included are: Bilingual Education, Early Childhood, Educational Leadership, Pupil Personnel Services, School Personnel Utilization, Special Education, Teacher Corps, Teacher Development for Desegregating Schools, Training of Teacher Trainers, Urban/Rural School Development, Vocational Education 552, and Vocational Education 553. For the second year, the system was refined and a new questionnaire developed. The main output of this study was six volumes. This volume presents the analysis of the data collected, conclusions, and recommendations for the programs and for the Center as a whole. Also included is an Appendix, containing a description of the methodology used in the project. (Author/CK)

ED137255 95 SP010892
Generic Competencies Component Module Descriptions as of April 1, 1974.
Houston Independent School District, Tex.; Houston Univ., Tex.
1 Apr 1974 53p.; For related document, see SP 010 891 ; Best copy available
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEAUG77

This document is a collection of component module descriptions forming generic teaching competencies developed during the Sixth or Eighth Cycle Teacher Corps Program of the University of Houston and Houston Independent School District, Houston, Texas. The program is a two-year graduate internship for persons holding baccalaureate degrees in fields other than education, leading to a Master of Education degree and provisional certification. The program focuses on elementary school education, urban education, and the education of Black and Chicano children. The document presents eleven generic competencies: (1) Teacher-Made Teaching Aids; (2) Student-Centric Teaching Methods; (3) Teacher-Centric Teaching Methods; (4) Individualized Instruction; (5) Learning Centers; (6) Team Teaching; (7) Differentiated Staffing; (8) Open Concept Classroom Organization; (9) Parent-Teacher Conferences; (10) Teacher Recordkeeping Responsibilities; and (11) Models of Teaching. Format for the presentation of each competency includes: Reference System Designation, Program Description, Component Name, Module Cluster Name, Developer, Date and State of Development, Developer Comments, User Comments, Modules Within Cluster, Module Cluster Rationale, Module Cluster Objectives, Module Cluster Prerequisites, Pre-Assessment Procedures, Learning Alternatives, Post-Assessment Procedures, and Remediation. (MB)

ED024494 80 RC002761

Geographic Distribution of Teaching Talent in California. Consultant's Report Prepared for the State Committee on Public Education.

Guthrie, James; And Others
California State Committee on Public Education, Berkeley.
Jan 1968 28p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEAPR69

The central purpose of this study was to examine the relationship between distribution of teaching talent and geographic location of local school districts of California. School districts were assigned to one of four geographic categories (urban, suburban, rural, or small urban centers). Each category's teaching talent was assessed on six measures of experience and training. The most striking finding was that rural schools possess a disproportionately low number of the State's most highly qualified teachers. It was suggested that the study's findings needed elaboration to determine if differences in teacher quality reflect themselves in differences in pupil performance. It was recommended that rural districts' ability to compete for talented teachers be improved by (1) instituting a statewide minimum salary schedule, and (2) increasing the attractiveness of rural teaching by offering benefits such as home building loans and added opportunities for professional contacts. Short range improvement efforts should be directed at stimulating rural school recruitment activities and forming a statewide volunteer teacher corps. Statistical data are included. (SW)

ED168970 SP012886

Glassboro State College-Camden City 12th Cycle Teacher Corps Program.

Brent, George
1976 10p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; New Jersey
Journal Announcement: RIEAUG79

A program adapting precision teaching in an urban elementary school is described. This program, initiated by the Teacher Corps, was used as an inservice project operating in the classroom. Four major procedural steps are described: (1) the teacher must describe an educational objective in exact terms; (2) pupil performance must be recorded daily in terms of rate per minute for tasks; (3) if pupil data indicates the pupil is not learning, some aspect of the teaching process must be changed; and (4) if the teaching change does not improve performance, another change must be made. One aspect of this teaching method is maintaining a performance chart for each pupil that indicates individual growth and allows any needed teaching process changes to be made within a few days. An evaluation of the program is included in this report, as well as a description of the development of the program, the personnel, and budget. (JD)

ED091369 95 SP008042

Glossary of Terms: Competency-Based Teacher Education.

State Univ. of New York, Albany. Teacher Education Developmental Service.
Mar 1974 44p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: DICTIONARY (134)
Journal Announcement: RIESEP74

This booklet lists definitions of terms pertaining to competency-based teacher education for the purpose of decreasing the problem of a common understanding of a useful vocabulary in this area of education. Each term has one or more definitions in order to point out variations, points of conflict, and similarities in usage. The majority of definitions are taken from current publications such as "Competency-Based Education: The State of the Scene," by Allen Schmieder; "A Guide to Competency-Based Teacher Education," by Wilford A. Weber et al.; "A Handbook for the Development of Instructional Modules in Competency-Based Teacher Education Programs," by Robert Arends et al.; and "Competency-Based Teacher Education: Progress, Problems, and Prospects," by Robert B. Howsam and W. Robert Houston. A 30-item bibliography is included. (PD)

ED184959 SO012501
Good Things Can Happen: Citizen Involvement in Schools.
Davies, Don
New England Teacher Corps Network, Portsmouth, N.H.
8 Feb 1980 15p.; Paper presented at the Citizen Involvement in Schools Conference (February 8, 1980).
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Contract No.: 300-78-0324
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); POSITION PAPER (120)
Geographic Source: U.S.; New Hampshire
Journal Announcement: RIEAUG80

Examples of effective parent and citizen involvement in schools throughout the United States are cited. Actions include a ruling in Boston that parent groups have a right to monitor classrooms in that city; a new collective bargaining law which provides open access to information about the agenda and content of collective bargaining; and the creation of an Office of Parent Involvement in the new Department of Education. Also, several research studies indicate that parent and citizen involvement have beneficial effects. Several states have taken initiatives to foster citizen participation through mandating local advisory councils at the school building level. Community development programs have enlisted strong grass roots support to work on local problems. Many schools have initiated collaborative decision-making sessions which bring together educators, administrators, teachers, and parents. Citizens have also organized to reverse public policy they find damaging to their interest. Finally, community education programs have moved beyond adult education and recreation to becoming actively involved in community problems. (KC)

ED111762 95 SP009422
Governance by Consortium.
Hansen, John H., Ed.
Multi-State Consortium on Performance-Based Teacher Education, Albany, N.Y.; National Consortium of Competency Based Education Centers, Toledo, Ohio.; Syracuse Univ., N.Y. School of Education.
111p.
Sponsoring Agency: National Center for Improvement of Educational Systems (DHEW/OE), Washington, D. C.; Office of Education (DHEW), Washington, D.C. Teacher Corps.
Grant No.: OEG-0-71-1099(725)
EDRS Price - MF01/PC05 Plus Postage.
Language: ENGLISH
Document Type: BOOK (010)
Journal Announcement: RIEJAN76

This monograph is the result of a conference held on the subject of governance by consortium. The purpose of the conference was to listen, discuss, and react to four position papers prepared by individuals with differing points of view relative to the shared management of teacher education. This monograph begins with a general discussion of governance, consortiums, and decision making. The remainder of the monograph is divided into two sections. The first section presents position papers by individuals who occupy positions in four of the role groups most commonly included in consortial governance arrangements. These are university professors, public school teachers, school district administrators, and state department of education personnel. In the second section, three teacher education centers that are managed through consortial arrangements are described by the directors of those centers. These three centers were selected to represent consortiums between (1) an institution and several participating public agencies; (2) several institutions, several school districts, and an intermediate agency in a nonurban setting; and (3) a large urban school district and several institutions of higher education. (RC)

ED187693 SP016104
Greenville Needs Assessment Analysis.
Office of Education (DHEW), Washington, D.C. Teacher Corps.
.1980 30p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); RESEARCH REPORT (143)
Geographic Source: U.S.; Maine
Journal Announcement: RIEOCT80

A Teacher Corps-sponsored survey of a rural town in northern Maine is described. The survey was intended to investigate the feelings of town citizens regarding their own lives, the town in which they live, and their school. It was intended to disclose the need for day or foster care centers, to find out about the levels of educational attainment in the town, and to investigate recreational interests and the need for human services in the town. Other objectives of the survey included the establishment of dialogue between community and school and the determination of precise age groupings and income levels of townspeople. A map of the town is included. (Author/LH)

ED196841 SP016369

Group Process Training at St. Michael's Center. Collaborative Research Study of the Dean's Council.

Kimball, William; And Others

New England Teacher Corps Network, Portsmouth, N.H.

Jun 1980 38p.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Maine

Journal Announcement: RIEMAY81

A small residential center for boys with learning disabilities and/or emotional problems was the setting for an intensive six-week inservice program designed to provide the staff with a combination of tutorial and direct training. The training was subsequently integrated into a more formalized, comprehensive, and on-going program through a local university. The focus of the program was on the productive use of the boys' leisure time and on the use of small groups in the solving of problems in peer and adult relationships. The schedule of training included the following activities: staff seminars, youth activity groups, youth discussion groups, center-wide weekly meetings, individual staff consultations, and individual supervision. Progress was evaluated by observation and feedback, and small group discussions between the trainer and the staff. Pretests and posttests of staff perceptions of the group home climate, and of their attitudes toward residential work revealed both positive and negative feelings about the training. A slide tape presentation about the program was prepared and shown to teachers, secondary school students, and college students, and their responses are included. (FG)

ED198372 CE028091

Guide to Parent Involvement. Parents as Adult Learners. Parent Participation Profile.

American Univ., Washington, D.C. Adult Learning Potential Inst.

Sep 1980 50p.; Some pages may not reproduce well due to small or italic print. For related documents see CE 028 089-092.

Sponsoring Agency: Department of Education (DHHS), Washington, D.C. Teacher Corps.

Contract No.: 300-77-0524

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEJUL81

This document is the third of a series of four reports developed to provide a comprehensive overview of parent involvement, encompassing the family, parenting needs, and existing resources, in addition to current parent education approaches and practices. This Parent Participation Profile (PPR) is intended for use in needs assessment and program evaluation based on participant perceptions. Designed to provide useable information for program development and practices, it consists of two parts, the manual and the instrument itself. In the first section of the manual, a complete explanation of the PPP, including its general goals, specific objectives, and its design, along with a description of its pilot use in Texas, is provided. The second section of the manual focuses on how to administer the instrument, while the third section consists of a sample PPP with intermittent explanations of the more complex items. The complete PPP follows the manual. The PPP consists of forty-five items, most followihg a Likert-scale format. It addresses four areas that have significant bearing on parent education program designs. Those four areas are (1) previous participation, (2) attitudes about parent involvement, (3) handicapping conditions, and (4) participant demographics. It can be administered to parent participants prior to their entry into a program as a needs assessment for planning purposes, or as an evaluation at the completion of a program to determine program effectiveness. (KC)

ED198373 CE028092

Guide to Parent Involvement: Parents as Adult Learners. Annotated Bibliography on the Family.

American Univ., Washington, D.C. Adult Learning Potential Inst.

Sep 1980 34p.; For related documents see CE 028 089-091.

Sponsoring Agency: Department of Education (DHHS), Washington, D.C. Teacher Corps.

Contract No.: 300-77-0524

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: BIBLIOGRAPHY (131)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEJUL81

This document is the last of a series of four reports developed to provide a comprehensive overview of parent involvement, encompassing the family, parenting needs, and existing resources, along with parent education approaches and practices. This document, an annotated bibliography, presents brief descriptions of selected publications that relate to the family, with special consideration given to parent education. They address a wide range of issues covering trends, problems, policy, and research on the family's form and function and its influence on the individual parent and child. Included are such topics as parenthood, child-rearing, aging parents, and stepparenting; families in transition, culturally diverse families, the history of families, and family policy; parenting, child care, the family as educator, and work and the family. (KC)

ED198371 CE028090
Guide to Parent Involvement: Parents as Adult Learners. The Family Academy Model of the Family as Educator.
American Univ., Washington, D.C. Adult Learning Potential Inst.
Sep 1980 59p.; For related documents see CE 028 089-092.
Sponsoring Agency: Department of Education (DHHS), Washington, D.C. Teacher Corps.
Contract No.: 300-77-0524
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEJUL81

This document is the second of a series of four reports developed to provide a comprehensive overview of parent involvement, encompassing the family, parenting needs, and existing resources, in addition to current parent education approaches and practices. This "Family Academy Model" provides one interpretation of how the family functions as educator. The report begins by revealing the dramatic changes that have taken place in American families during the past twenty years, based on the impact of lower birth rates, more women in the work force, higher divorce rates, postponement of marriage, and a changing economic climate. Chapter 2 discusses five alternative family forms--single-parent, reconstituted, non-kin, multigenerational, and retirement--and their implications for educators. In chapter 3, the family life cycle is examined through the traditional nuclear family. Contributions to understanding how the family educates are highlighted in chapter 4, which includes some thoughts on the family's curriculum content. In chapter 5, the family academy concept is presented with a description of its four primary learning tasks--role selection, personality acquisition, value formation, and behavioral patterning. The five-step learning sequence of the family academy is the focal point of chapter 6 and is applied to the development of life skills through four critical life events. Chapter 7 concludes with a discussion of the future of the family. (KC)

ED198370 CE028089
Guide to Parent Involvement: Parents as Adult Learners. Overview of Parent Involvement Programs and Practices.
American Univ., Washington, D.C. Adult Learning Potential Inst.
Sep 1980 89p.; For related documents see CE 028 090-092. Some tables may not reproduce clearly due to small type.
Sponsoring Agency: Department of Education (DHHS), Washington, D.C. Teacher Corps.
Contract No.: 300-77-0524
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); REVIEW LITERATURE (070); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEJUL81

This document is the first of a series of four developed to provide a comprehensive overview of parent involvement, encompassing the family, parenting needs, and existing resources, in addition to current parent education approaches and practices. This "Overview" is a panoramic scan of Parent involvement programs, including child-rearing practices. Divided into three sections, it addresses the basis for parent involvement, what it consists of, and what can be expected in the future. It includes a discussion of how parents and child-rearing practices have influenced the development of parenting and parent education programs. An analysis of numerous parent program models is presented, evaluating their strengths and weaknesses. In addition, critical issues and needs that parent involvement should address as we move toward the next century are examined. The Overview is intended to serve as an introduction for educators, including parent educators, who are working with parents. Through the information provided, insights into program planning and development are given. Two significant issues are raised: parents are neglected as resources; and neither parents nor educators involved with parents are viewed as adult learners. (KC)

ED053102 SP005217
Handbook for Directors, Educational Personnel Development Programs, 1970-71.
Bureau of Educational Personnel Development (DHEW/OE), Washington, D. C. Teachers Corps.
1970 32p.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Journal Announcement: RIENOV71

This handbook was prepared to assist directors in administering their EPDA projects in the following areas: TTT, basic studies, vocational and technical education, special education, early childhood, school personnel utilization, educational administration, media specialists, and pupil personnel services. The subjects covered include 1) publicity; 2) applications; 3) the selection of participants and notification to successful and unsuccessful applicants; 4) the organization of the program including orientation, examinations, schedule, rules governing participation, and instructional materials; 5) grant negotiation procedures; 6) general administrative matters; and 7) budget adjustments. Three appendixes include copies of the budget and financial report and director's report; application for admission, confidential evaluation form, and application for a stipend; and a list of OE fiscal and program project officers. (MBM)

ED198125 SP017527

Handbook for Review and Validation of Teacher Corps Products and Practices.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Jan 1981 83p.

Sponsoring Agency: Department of Education, Washington, D.C.

Contract No.: 300-78-0564

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; California

Journal Announcement: RIEJUN81

This handbook provides suggestions about quality control procedures that will enable Teacher Corps project personnel to assess the effects and success of educational products, practices, and other outputs prior to dissemination. Two assessment processes are outlined. The first, review, is the collegial ongoing process for Teacher Corps project personnel to assess the effects and potential impact of innovations before dissemination. The second, validation, is the formal post-development process for Teacher Corps projects to assess the evidence of effectiveness for approval by an official panel. Guidelines and checklists for reviewing innovative products and practices are provided. The criteria used for validating an educational program are presented along with descriptions of the responsibilities of project personnel in the validating process. A format for submitting materials to a dissemination review panel is included as well as a description of panel criteria used for judging program effectiveness. (JD)

ED174165 HE011620

Higher Education Act of 1965 and Related Statutes. Committee on Education and Labor, House of Representatives.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

May 1979 211p.

Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402

EDRS Price - MF01/PC09 Plus Postage.

Language: English

Document Type: LEGAL MATERIAL (090)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEDEC79

Government: Federal

Provisions of the Higher Education Act of 1965 are presented in this committee print. The following parts of the legislation are detailed: Title I, community service and continuing education programs; Title II, college library assistance and library training and research; Title III, strengthening developing institutions; Title IV, student assistance; Title V, Teacher Corps and teacher training programs; Title VI, financial assistance for the improvement of undergraduate instruction; Title VII, construction, reconstruction and renovation of academic facilities; Title VIII, cooperative education; Title IX, graduate programs; Title X, establishment and expansion of community colleges; Title XI, law school clinical experience programs; and Title XII, general provisions. The Indian Higher Education Programs, Navajo Community College Act and the Tribally Controlled Community College Assistance Act of 1978 are also outlined. (SW)

ED191414 HE013106

Higher Education Amendments of 1979: Hearings Before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources, United States Senate, Ninety-Sixth Congress, First Session, on S. 1839, Part I. (October 2-5, 1979).

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

1980 1,031p.; Not available in paper copy due to marginal legibility of original document.

Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402

EDRS Price - MF07 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: LEGAL MATERIAL (090)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEJAN81

Government: Federal

United States Senate hearings on S. 1839, a bill to extend the Higher Education Act of 1965, and for other purposes, are presented. Testimony concerning the proposed Higher Education Amendments of 1979 is presented by college administrators, financial aid officers, students, teachers, researchers, and representatives of the federal and state governments. The bill includes the following parts: Community Services and Continuing Education Programs, college library assistance in library training and research, strengthening developing institutions, student assistance, Teacher Corps and teacher training programs, financial assistance for the improvement of undergraduate instruction, reconstruction/renovation of academic facilities, cooperative education, graduate programs, community college establishment and expansion, statewide planning authorization, Fund for the Improvement of Postsecondary Education, National Institute of Education, and the Allen J. Ellender Fellowship Program. (SW)

ED140720 HE009023
Higher Education Technical Amendments. House of Representatives Report No. 95-269.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
6 May 1977 43p.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: LEGAL MATERIAL (090)
Journal Announcement: RIENOV77

H. R. 6774 as reported by the Committee on Education and Labor contains technical and miscellaneous amendments to higher education provisions contained in the Education Amendments of 1976 (Public Law 94-482). The Educational Amendments of 1976 became law on October 12, 1976. Areas covered by this legislation include: community service and continuing education programs; lifelong learning; Basic Educational Opportunity Grants; grants to states for state student incentives; federal, state, and private programs of low-interest insured loans to students in institutions of higher education; eligibility of student borrowers; loan insurance supplemental guaranty agreement; default of student under federal loan insurance program; institutional lenders; special allowances; Student Loan Marketing Association; direct loans to student in institutions of higher education; general provisions relating to student assistance programs; Teacher Corps and teacher training programs; and construction, reconstruction and renovation of academic facilities. (LBH)

ED124545 95 SP010165
How to Survive in the Open-Space School. Ocassional Paper No. 10.
Roper, Susan Stavert; Nolan, Robert R.
Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.
May 1976 18p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Teacher Corps.
Report No.: SCRDT-OP-10
Grant No.: OEG-6007502009
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEOCT76

Open space schools will lead to coordination by teachers in more exciting ventures in education, such as joint teaching, individualized instruction, and crossgrouping of students. "Open space schools," denotes a type or architectural design and not an instructional program. Many teachers, though, are frustrated by open space and are inadequately prepared to function in the new architectural environment. Teachers successful in open space schools have stressed that their key strategy is coordination. Their suggestions have been organized into five basic categories to help teachers survive in an open space atmosphere. First, it is easier to enforce a few basic rules rather than numerous detailed ones. Rules and standards are most effective when they are organized into school-wide and individual pod rules. Secondly, careful consideration must be given to the patterns of student movement in the open space school. Again, agreeing on student movement patterns must be done both on a school-wide basis and within each pod. Thirdly, it is essential that teachers working within the same pod take every precaution to minimize distracting noise. Fourthly, teachers in a pod must jointly plan where to locate furniture, equipment and supplies, and should agree on decorations for their open areas. Lastly, it is essential to inform parents about open space as early and thoroughly as possible. Successful coordination in these areas will not only allow teachers to survive in open spaces but will lead to more coordination in implementing new programs. (SK)

ED139736 SP011011
Human Potential Development.
Tyree, Edna J.
50p.; Not available in hard copy due to marginal legibility of original document
Available from: Emporia Kansas State College, Teacher Corps Project, Emporia, Kansas 66801 (At Cost)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEOCT77

This paper describes the organization and implementation of 16 seminars on the subject of developing the potentials inherent in the individuals involved. The stated goals of this group project for teacher corps interns are: (1) identify and use personal strengths and potential in many areas; (2) understand achievement patterns and the way in which they encourage or inhibit the use of personal potential; (3) become aware of individual value systems; (4) establish and achieve immediate and long-range goals; (5) identify areas of latent potential; (6) learn how to resolve conflict; (7) learn self-motivation. An outline of activities for the achievement of stated goals is provided for each of the seminars. (JD)

ED203541 EC132805

Identification, Referral and Assessment of Handicapped Students: A Trainer's Manual.

Spearman, Carolyn; Gaddis, Ruth

Jefferson County Public Schools, Lakewood, Colo.; Rocky Mountain Teacher Corps Network, Landers, Wyo.

.1980 221p.; Print is small. For related documents, see EC 132 801-809.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC09 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Wyoming

Journal Announcement: RIENOV81

The trainer's manual offers a sampling of workshop materials to assist the regular classroom teacher in the process of screening, identification, referral, and assessment of handicapped students. Following an introduction are sections with information, sample handouts, forms, and checklists on the following topics (sample subtopics in parentheses): classroom teacher identification of exceptional children (definitions, factors which inhibit learning, referral characteristics); procedures for referral; nondiscriminatory testing; informal assessment techniques (visual learning, auditory learning, perceptual motor learning, number concepts and abilities, reading and language arts abilities, social and behavioral development, learning styles); formal assessment/frequently used tests in various areas of assessment; and interrelation of educational assessment and educational intervention. Additional sections offer lists of references, resources, materials, and audiovisual media. Sample workshop evaluation forms complete the document. (SB)

ED187664 SP015178

Identifying and Maximizing Unique Talents of Children. The Murray State University/Hopkinsville Middle School Teacher Corps Design.

Hainsworth, Jerome C.; Price, William O.

Murray State Univ., Ky.

Feb 1976 18p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Kentucky

Journal Announcement: RIEOCT80

A Teacher Corps project intended to develop and implement a program of individualized instruction at a local middle school is described. The program is based on the assumption that each student is, in some way, a gifted student. The project adapts educational research in the area of gifted student instruction to a middle-school teacher-student learning situation in which low-income and minority students comprise approximately one-third of the student body. The project also demonstrates the type of teacher training and retraining necessary to meet the problems related to students from low-income families. (Authors/LH)

ED045563 SP004446

Impact of the Florida Model Follow Through Program on a Sponsoring Institution.

Kaplan, Leonard; Tocco, T. Salvatore

1970 8p.; Paper presented at the American Psychological Association Meeting, Miami, Sept. 1970

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEAPR71

The Florida Parent Education Follow Through Model (See ED 028 140 and ED 028 139) has fostered institutional change at the University of Florida in two ways: professors and making use of increased knowledge and understanding of the disadvantaged in their instructional content and format and the University has developed and had approved a 2-year innovative program leading to a master's degree in elementary education with a specialty in early childhood education. This program will initially involve 27 Teacher Corpsmen working in Jacksonville Model Schools implementing the home component of the Florida Parent Education Model. The program will emphasize university study toward certification and a degree and service to poverty children and their families in the community. Objectives will be to train teachers who can teach inner-city children effectively, think for themselves in curriculum and instructional development, work with parents and other community agencies to strengthen the learning environment of the child, work with paraprofessionals, and cooperate competently with parents and others in institutional change. Innovative components include emphasis on the disadvantaged, work in the disadvantaged schools, work with paraprofessional parent educators, training in theory and use of systematic classroom observation, academic preparation from a panel of specialists in a non-course format, intensive work in reading and language development, inservice work on a differentiated staff. (JS)

ED199238 SP017685
Impact of the University on Improving the Quality of Education in a Secondary School Setting.
Maddox, Kathryn; And Others
Feb 1981 13p.; Colored pages may not reproduce clearly. Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Detroit, MI, February 18, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; West Virginia
Journal Announcement: RIEJUL81

An overview is presented of a program that utilizes the abilities of a team of university professors to improve curriculum, build a staff development program, and establish diagnostic/prescriptive reading and mathematics programs in a junior high school. The school is in the inner city of Charleston, West Virginia, and its population is comprised of lower income students. Four professors, chairmen of the university's mathematics, English, social studies, and science departments, visited and worked with the staff on a regular basis for two years. A description is given of a model for staff inservice programs developed cooperatively by the university and the school. The staff improvement project is under the direction of the Teacher Corps which serves as a linking agent between the university and the school. (JD)

ED189041 SP016212
Impact Studies 1980.
Pine, Gerald J.; And Others
Journal of Research Adaptation, v1 May 1980
May 1980 36p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Grant No.: 300-78-0466
Available from: Publications Office, University of Oklahoma, 555 Constitution, Room 145, Norman, OK 73037.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: SERIAL (022)
Geographic Source: U.S.; Oklahoma
Journal Announcement: RIENOV80

The extent of change caused by Teacher Corps research adaptation projects is examined. A report is given of the research addressing the relative impact of these projects on practitioners, teacher educators, and students. Excerpts are presented from papers on student achievement, teacher evaluation, and the impact of Teacher Corps research on professional staff development. (JD)

ED012271# SP001206
IMPERATIVES FOR CHANGE, NEW YORK STATE EDUCATION CONFERENCE ON COLLEGE AND UNIVERSITY PROGRAMS FOR TEACHERS OF THE DISADVANTAGED (YESHIVA UNIVERSITY, APRIL 10-11, 1967).
JABLONSKY, ADELAIDE ; AND OTHERS
New York State Education Dept., Albany.; Yeshiva Univ., New York, N.Y. Ferkauf Graduate School of Humanities and Social Sciences.
1967 1p.
Document Not Available from EDRS.
Language: ENGLISH
Journal Announcement: DH6667

THESE PROCEEDINGS REPORT 19 DISCUSSION DEBATES, EACH REPRESENTED BY A NUMBER OF PAPERS IN FOUR MAJOR AREAS--(1) CONCERN FOR ATTITUDES AND BEHAVIOR (ADMINISTRATIVE COMMITMENT, COOPERATIVE COLLEGE-SCHOOL SYSTEM EFFORTS, CULTURE SHOCK, STAFF AND STUDENT ATTITUDES AND BEHAVIOR, AND SENSITIVITY TRAINING), (2) CONCERN FOR PEOPLE (TEACHING ETHNIC GROUPS, SELECTING STUDENTS, HUMAN RESOURCES, INVOLVING COMMUNITY AND PARENTS, AND LEARNING FROM SPECIAL PROGRAMS), (3) CONCERN FOR TECHNIQUES (PRESERVICE STUDENT TEACHING, FIELD WORK, INSERVICE EDUCATION, INSTRUCTIONAL RESOURCES AND EQUIPMENT, AND INNOVATIVE METHODS), AND (4) CONCERN FOR SPECIAL CURRICULUM ASPECTS (PHILOSOPHICAL AND PSYCHOLOGICAL BASES, ROLE OF THE HUMANITIES, READING AND LANGUAGE ARTS, AND BILINGUALISM). THE FORMAL PAPERS ARE FOLLOWED BY REACTION PAPERS, OVERALL EVALUATION OF THE CONFERENCE, A CONFERENCE SUMMARY OF "IMPERATIVES FOR CHANGE," AND A DIRECTORY OF CURRENT NEW YORK STATE COLLEGIATE PROGRAMS FOR TEACHERS OF THE DISADVANTAGED. THIS DOCUMENT WAS PUBLISED BY YESHIVA UNIVERSITY, FERKAUF GRADUATE SCHOOL, 55 FIFTH AVENUE, NEW YORK, NEW YORK 10003, 122 PAGES. (AF)

ED135734 95 SP010780
Implications for Subsequent Conferences: Suggestions Drawn from Critique Information and Similar Experiences. No. 151.
Goddu, Roland; Ducharme, Edward
Nebraska Univ., Omaha.; New England Program in Teacher Education, Durham, N.H.
1 Oct 1976 23p.; For related document, see SP 010 781
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Contract No.: 300-76-0228
Available from: University of Nebraska at Omaha, Center for Urban Education, 3805 North 16th Street, Omaha, Nebraska 68110 ($2.00)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEJUL77

This paper was prepared to advise the Teacher Corps/Washington Management Team about the 1976 National Conference. The following questions were used to organize the body of the report: (1) Why a conference? (2) Why certain sessions? (3) Why certain participants? (4) Why certain presentors? and (5) What imperatives should direct planning and design? In answer to the first question, it is suggested that the Conference program be clear in focus, be accountable to a stated purpose, and be supportive of the needs of the persons involved in the Conference. In response to the second question, a conference activity sequence is proposed that allows presentors to have a more precise notion of expectations about what they are asked to do and why, and allows participants to know where they are in a discrete process and have a better idea of where and when to schedule social and recreational activity to enhance learning. Discussion of the third question reports that the relation of audience of the Conference to actual program offerings is not clear to the participants or the presentors and that the basis for inclusion or exclusion of content or persons is also unclear. Who is to be served and in what way is the question individuals, presentors, and projects need clearer signals about. The answer to the fourth question is that the choice of presentor should follow from what Teacher Corps determines participants should learn and what participants are told they will learn. In reply to question five, nine suggestions are presented for planning and design. (MM)

ED098234 SP008596
Improving Teacher Competency for Multi-Ethnic Children.
Jackson State Univ., Miss. School of Education.
Nov 1974 20p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEMAR75

The Teacher Corps Project described in this document is a federally funded program, involving Jackson State University, the Jackson Public School System, and the community. It represents efforts to incorporate theories, teaching-learning strategies, and multicultural experiences in teacher education into a single conceptual framework. The academic program is competency based and field centered with many of the courses being team taught. A modular delivery system of learning experiences is used. The modules are being programmed to provide tracking of student through the use of the computer. The instructional activities are facilitated by an instructional team representing the School of Education, the School of Liberal Studies, and the Jackson Public School System. Inservice training is provided for the cooperating teachers through formal courses, minicourses, comprehensive workshops, and seminars. There is an exceptional child component emphasizing the concept of mainstreaming and diagnostic/prescriptive teaching. Community-based educational activities are designed and implemented in keeping with the philosophy of Teacher Corps. The total project is evaluated periodically by interns, members of the staff, the policy committee, National Teacher Corps Officers, and internal and external consultants. Appendixes include objectives for each school and a sample instructional module. (JA)

ED204310 SP018494

Improving Teaching in Higher Education: A Review of Selected Literature. A Paper for The Collegial Assistance Program Task Force of the Texas Teacher Corps Network.

Newman, Katherine K.
Mar 1980 42p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S.; Texas
Journal Announcement: RIENOV81

The focus of the literature in this review is on schools of education and teacher educators. References are included on major works on the topics, and central questions and issues are raised. The factors which make it difficult to arrive at consensus about the quality of teaching in higher education are outlined along with various definitions of quality from several sources. Categories of teachers, their attitudes, teaching strategies, and characteristics are presented. Four different ways to confront the problem of upgrading teaching are explored: (1) discovering the most effective teaching method; (2) selecting and training higher quality teachers; (3) improving individual professor's teaching through inservice education and evaluation; and (4) offering innovative educational programs. Each strategy rises from a particular historical context and focuses on a distinct aspect of the dilemma. Major attempts to conceptualize faculty development are reviewed, and examples of improvement programs in the past decade are offered with summaries of the impact of such programs and current issues affecting them. Literature on the process and techniques of clinical supervison is reviewed, and the problems and issues involved in this kind of supervision are discussed. (JD)

ED144855 95 SO010214

In Praise of Diversity: A Resource Book for Multicultural Education.

Gold, Milton J., Ed.; And Others
Association of Teacher Educators, Washington, D.C.; Nebraska Univ., Omaha. Center for Urban Education.
1977 231p.; For a related document, see SO 010 213
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Contract No.: 300-76-0228
EDRS Price - MF01/PC10 Plus Postage.
Language: ENGLISH
Document Type: BOOK (010)
Journal Announcement: RIEFEB78

The resource book contains essays and ethnic vignettes to help teachers and teacher educators understand the diverse lifestyles, backgrounds, and attitudes of students and families in American society. The book provides background information for elementary and junior high activity units contained in SO 010 213. Part one contains four chapters which discuss multiculturalism, dangers of stereotyping, areas of possible conflict, and implications for the schools. The nine ethnic vignettes in part two explore each group's contributions to American culture and problems encountered by each minority group. Lifestyles and children's learning styles in different cultures are also described in order to help teachers work more effectively with minority group students. The nine groups are Black Americans, Chinese Americans, East European Americans, American Indians, Italian Americans, Japanese Americans, Jewish Americans, Mexican Americans, and Puerto Ricans. Part three, a concluding chapter, explains the teacher's role in achieving multicultural understanding. (Author/AV)

ED144854 95 SO010213

In Praise of Diversity: Multicultural Classroom Applications.

Grant, Gloria, Ed.
Nebraska Univ., Omaha. Center for Urban Education.
1977 318p.; For a related document, see SO 010 214
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Contract No.: 300-76-0228
EDRS Price - MF01/PC13 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEFEB78

The teacher's guide contains 51 activity units for implementing multicultural education in areas of social studies, language arts, science, math, and art. Activities, designed for elementary and junior high students, focus on racial and cultural diversity, the elderly, sex-role stereotyping, and the handicapped. Two introductory units suggest strategies for helping students understand personal feelings, relationships with others, and the meanings of voluntary and forced migration and immigration. Many of the units make use of background readings provided for the teacher in the companion document, SO 010 214. Each unit identifies the experiences students should undergo as they perform the suggested activities. Many involve discussion with members of the community such as grandparents, lawyers, and the handicapped. Students are encouraged to create murals and collages depicting leisure and working activities of various racial groups, to write chapters in American history reflecting the roles of ethnic groups, and to read at home with parents in selected books with nonsexist themes and illustrations. (AV)

ED179426 SO012016

In Search of Ethnic Diversity: Multicultural Experiences Through Literature. A Mini-Course. Trainer's Manual.

Manna, Anthony

Maine Univ., Farmington.

Jun 1979 75p.; Several non reproducible handouts were removed from the appendices; Not available from EDRS in paper copy due to light and broken ink throughout much of the original

Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Teacher Corps.

Bureau No.: 451AH60892

Contract No.: G007700127; G007700128

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: TEACHING GUIDE (052)

Geographic Source: U.S.; Maine

Journal Announcement: RIEAPR80

The document presents a minicourse exploring multiethnicity in children's books and literature, introducing book selection aids, and emphasizing procedures for incorporating ethnic literature into the regular curriculum. The objective is to familiarize upper elementary and junior high teachers with resources and materials appropriate for making students aware of the multiethnic characteristics of American society. Lesson plans are offered for eight lecture/discussion sessions and a field-based project requiring the design of a two-week literature unit which includes examples of ethnic literature. Topics are entitled "Out of the Melting Pot and Toward Ethnic Diversity," "Definition of Ethnic Literature," "Values of Teaching Ethnic Literature," "How to Judge a Book: Theory," "How to Judge a Book: Practice," "Selected Resources for Teaching Ethnic Studies," and "Selected Models for Including Ethnic Literature in the Curriculum." Appendices include lists of book selection aids, resources for the adolescent, books about the black experience and the American Indian, ways to build appreciation and standards in literature, ways to analyze books for racism and sexism, studies of folk tales, how to judge a book, and two model unit plans for teaching literature. Transparencies and nonreproducible handouts from the appendices may be obtained from Dr. Manna at the University of Maine at Farmington. (CK)

ED190972 CG014626

In Service of Youth: New Roles in the Governance of Teacher Education. The Youth Advocacy Projects of Teacher Corps.

Joyce, Bruce, Ed.; And Others

Vermont Univ., Burlington. Teacher Corps Youth Advocacy Loop.

1980 131p.; For related documents see CG 014 625-27.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC06 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.

Journal Announcement: RIEJAN81

This book describes the efforts of 10 state projects, funded by the Youth Advocacy Projects of the Teacher Corps, which brought students, teachers, school administrators, community members, youth service agencies, state education officials, and university personnel together to create more effective services for troubled youth. The first two chapters focus on the nature of the projects, their working hypotheses, and the use of community-based education programs for youth. The program design, goals, structure, and skill-building components of each project are presented in detail. The evaluation results across all projects are reviewed in an examination of the governance structure, social organization, emerging role relationships, training modes, and delivery systems. (Author/HLM)

ED196842 SP016372

In-Service Training Programs for Teachers in Teacher Corps and Non-Teacher Corps Schools Utilizing a Questionnaire Instrument. Collaborative Research Study of the Deans' Council.

Parker, Sandra

New England Teacher Corps Network, Portsmouth, N.H.

Jun 1980 14p.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Massachusetts

Journal Announcement: RIEMAY81

This survey of teacher attitudes toward inservice training programs was done to compare reactions of teachers affiliated with a regional Teacher Corps project to those in non-Teacher Corps schools. The rationale was that as faculty turnover in public schools decreases due to fiscal constraints and declining enrollment, the only real vehicle for improving the quality of public education is through inservice programs at all appropriate levels. While local, state, and federal agencies are funding proliferating and perhaps conflicting inservice programs, the local Teacher Corps inservice experiences are based on collaborative decision making by the local community, schools, and university. A questionnaire was devised that provided data on eleven elements of teacher attitudes toward inservice programs, which were rated by agreement categories. The findings are listed in thirteen groups, including: (1) recruitment patterns; (2) motivations for participation; (3) sources of inservice leadership; (4) least helpful functions of leaders; (5) sources of programs; and (6) most helpful participant roles. On the basis of the findings, ten recommendations are made. (FG)

ED196843 SP016373
Increasing Adolescents' Intellectual Skills. Collaborative Research Study of the Dean's Council.
Schaffer, Marilyn C.; Loomis, Louise
New England Teacher Corps Network, Portsmouth, N.H.
Jun 1980 12p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070); RESEARCH REPORT (143)
Geographic Source: U.S.; Connecticut
Journal Announcement: RIEMAY81

Researchers have concluded that the continued debate over the heredity-environment issue concerning the nature of intelligence is nonproductive. Recent evidence demonstrates that intellectual abilities can be improved with practice. Heredity may determine upper limits of abilities within individuals, but there is considerable room left for improvement with practice. The Guilford model of intelligence suggests that intelligence is a systematic collection of functions for processing information. The most important intellectual skill that an individual can master is the discovery of the processes surrounding successful problem solving. A research design was implemented to apply the concept of intelligence as a series of teachable skills in a classroom setting. The subjects were 89 ninth grade students selected on the basis of low achievement scores. Pretest posttest results indicate that the adolescents' intellectual skills are capable of improvement in a relatively short period of time. (JN)

ED051922 RC005325
Indian Education; Johnson-O'Malley Activities: Annual Report, 1969-1970.
Barlow, Earl J.; Billedeaux, Dwight A.
Montana State Dept. of Public Instruction, Helena.
Oct 1970 84p.
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEOCT71

Information is given on Johnson-O'Malley funds provided for education of Montana's Indians during 1969-70. After a summary of such Johnson-O'Malley activities as provision of foster homes, special transportation, and home-school liaison, excerpts from Johnson-O'Malley project reports are presented (by reservation). The number of Montana Indian high school graduates and names of Indian students attending institutions of higher education through the aid of Federal funds are given. Programs involving development of school programs relating to drug abuse education, the Teacher Corps and teacher aide training, Follow Through, bilingual education, and career opportunities are also discussed. Tables provide Johnson-O'Malley administrative expenditures, Indian enrollment and attendance figures, and breakdowns of funds (by reservation). In conclusion, the report lists funds allocated through Public Law 874 and the Elementary and Secondary Education Act, as well as Johnson-O'Malley kindergarten, summer workshop, and higher education funds. Related documents are ED 041 651 and ED 041 653. (EL)

ED026341 SP002212
Individualization of Instruction for Teacher Corpsmen.
Sorber, Evan R.
Temple Univ., Philadelphia, Pa.
.1968 19p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEJUN69

This preparation of the Temple-Philadelphia-Trenton Teacher Corps Program describes the use of the resources which are available to most colleges, universities, school systems, and communities to achieve the goals of technology in education--individualization and humanization. Staff deployment and characteristics (including intensity and diversity of involvement, ability to work as a team, knowledge, ability to communicate, and respect for individuality) are presented. The major portion of the report is a description of training techniques for individualizing learning. The first emphasizes the contract system (in which the student contracts with his teacher to make a study in a field chosen by the student) which involves a chance for students to study relevant problems, relates to democratic interaction, improves self-initiation, emphasizes cooperation, and gives the student stature as a person with rights and feelings. Another technique emphasizes individual experiences in school and community, a program in which the needs and individual skills of interns are diagnosed and structured into a system for involving students in the community. In addition, brief reports of the other techniques used in the program are provided, such as a human relations training laboratory, microteaching, and the use of individual team leader and intern skills. A 13-item bibliography is included. (SM)

ED178532 SP015066

Information, Vol. 1, Number 4. Teacher Corps Dissemination Project Bulletin.

Rosenau, Fred S., Ed.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Aug 1979 9p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Contract No.: 300-78-0564

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: SERIAL (022)

Geographic Source: U.S.; California

Journal Announcement: RIEMAR80

Guidelines are provided for disseminating information on teacher corps projects. Information is given on experienced disseminators such as existing networks that are available to help in planning. Suggestions are made on targeting information and marketing. (JD)

ED100905 95 SP008832

Initial Systematic Management Design for Teacher Corps, Cycle V, University of Southern California, School of Education.

Gromfin, Annette M.

University of Southern California, Los Angeles. School of Education.

Nov 1971 22p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEMAY75

This initial systematic management design for Teacher Corps, Cycle V, at the University of Southern California's School of Education covers the entire two years of the program. The document contains objectives stated in measurable terms, graphic representations of activities (flow charts and time sequence charts), key decision points to attain the objectives, and a scheduling of who is responsible for each activity. Among the major objectives for the program are the following: (a) to train interns in depth to understand delinquent youth in the educational process; (b) to acquire accreditation for each intern; (c) to award a master's degree to each intern; (d) to establish learning centers as competency based, experimental modules in the schools; (e) to create community related adjunct groups; (f) to develop new relationships between correctional schools and inner-city schools; and (g) to field-train cooperating teachers to work more effectively with delinquent youth. A list of regularized procedures concludes the model. It is stated that the design is constant in its evaluation and revision and is the first phase of refinement and redevelopment at present. (Author/JA)

ED074592 EA004858

Innovation and Change: A Study of Strategies in Selected Projects Supported by the National Center for the Improvement of Educational Systems. Final Report. Volume IIA: Case Studies.

Abt Associates, Inc. Cambridge, Mass.

22 Dec 1972 190p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.: AAI-72-88

Contract No.: OEC-0-71-3714

EDRS Price - MF01/PC08 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEAUG73

This is the second of five documents compiled to report on the problem of innovation and change in the context of projects supported by the National Center for the Improvement of Educational Systems (NCIES). This document consists of 13 case studies of eight NCIES programs: Career Opportunities, Teacher Corps, School Personnel Utilization, Early Childhood, Special Education, Educational Leadership, and Training Teacher Trainers. All of the case studies touch on project goals; project organization and management; communication of skills and knowledge to trainees; trainee selection, screening, and recruitment; establishment of relations with local education agencies; and utilization of the resources of institutions of higher education. Summaries of the project according to these categories appear in the document following the case studies themselves. Related documents are EA 004 857 and EA 004 860. (Author/DN)

ED072532 EA004859
Innovation and Change: A Study of Strategies in Selected Projects Supported by the National Center for the Improvement of Educational Systems. Volume IIB: Case Studies and Case Study Summaries. Final Report.
Abt Associates, Inc. Cambridge, Mass.
22 Dec 1972 204p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
Report No.: AAI-72-88
Contract No.: OEC-0-71-3714
EDRS Price - MF01/PC09 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEJUN73

Included are reports on seven case studies that identify the strategies used by projects to accomplish their goals and the context surrounding the change process in each project. The case studies are summarized in a final section and are organized around goals; organization and management; communicating skills and knowledge to trainees; trainee selection, screening, and recruitment; establishing relations with Local Education Agencies (LEAs); and utilizing resources of the Institution of Higher Education (IHE). The seven projects reported on in depth are (1) the Special Education Program at Hermosa State University, (2) Johnston Special Education Project at Van Buren, (3) Atlantica Training Teacher Trainers Project, (4) Pupil Personnel Services at Ocmulgee State University, (5) Training of Teacher Trainers Project at the University of Riceville, (6) Career Opportunities Program at Sussex, North Monroe, and (7) Teacher Corps at West Kingsland University. (Author/EA)

ED146144 95 SP011800
Innovative Teacher Training for Multi-Cultural Education. Final Report of the Cycle X Teacher Corps Project.
Marsh, David D.
Lawndale School District, Calif.; University of Southern California, Los Angeles. School of Education.
Oct 1977 77p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEMAR78

This report describes an inservice teacher education program that had special emphasis on multicultural education, initiated by the Teacher Corps at the University of Southern California. The children in the elementary school involved in the project were mainly Spanish-speaking Mexican-Americans. The objectives for the project were to: (1) retrain teachers-in-practice in bilingual and multi-cultural teaching techniques; (2) provide specialized training for instructional aides; (3) develop a teacher center design for sharing with other teachers insights and strategies learned in the program; (4) establish a classroom environment to provide children with a more stable emotional and physical learning ambiance; (5) reestablish the role of the brincipal as leader of teacher innovation and curriculum development; (6) encourage parents and community volunteers to participate in school instructional programs; (7) develop training programs for local school administration; (8) build community confidence in the instructional program in support of the learning needs of the multi-cultural child; (9) field test course work designed for a proposed bilingual/crosscultural credential; (10) up-date competency-based education modules designed for training teachers in bilingual and multi-cultural teaching skills; and (11) develop greater interdisciplinary cooperation in the building of teacher education courses. The above objectives and their implementation are described in detail. Successes and failures are discussed, and the project as a whole is evaluated. (JD)

ED129806 95 SP010521
Inservice Education Consortia Development. Dissemination Report: Second Year--Ninth Cycle Teacher Corps.
Smith, Albert; And Others
Western Washington State Coll., Bellingham.
Jul 1976 66p.; For related document, see SP 010 520
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEFEB77

A narrative and documented review of the initial stages of organizing a consortium for inservice teacher education is presented. Functioning as a Teacher Corps project, a model is being developed for collaborative decision-making among teacher associations, local school districts, and institutions of higher education. Under consideration is a model consortium in the state of Washington involving Western Washington State College, the Arlington Education Association, and the Arlington Public School District. The major emphasis of the consortium will be on inservice or continuing education/ certification for teachers. In addition to development of the consortium by-laws, another component of this effort is a study that attempts to cost out the development of the model. Nine Appendices detail the following: (A) Teacher Corps - Second Year, 9th Cycle (outlining Teacher Corps objectives in developing continuing education of school faculties); (B) Guidelines and Standards for the Development and Approval of Programs of Preparation Leading to the Certification of School Professional Personnel; (C) Cost-Benefit Analysis; (D) Miscellaneous Consortia Development Documents; (E) Events Held Directly Related to Consortia Development; (F) Minutes of Consortium Planning Meetings of November 17 and December 1; (G) Letter of Intent; (H) Northwest Professional Development Consortium Policy Procedures and By-Laws; (I) Agency Approval of By-Laws. (JD)

ED180946 SP014901
Inservice Education: Collaborative Action Research and Teacher Emancipation.
Pine, Gerald J.
New Hampshire Univ., Durham.
.1979 16p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: POSITION PAPER (120); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; New Hampshire
Journal Announcement: RIEMAY80

The point is made that educational research must become classroom-oriented instead of remaining university-oriented. The suggested manner of accomplishing this is to focus on the development of inservice teachers into practicing educational researchers as part of a staff improvement program. Case studies of a New Hampshire junior high school's inservice research program, which has also led to significant staff development, are cited. A bibliography is appended. (LH)

ED185007 SP015721
Inservice Education: Criteria for and Examples of Local Programs.
Edelfelt, Roy A., Ed.
Western Washington Univ., Bellingham.
1977 134p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Grant No.: G007603470
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); TEST, QUESTIONNAIRE (160); NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Washington
Journal Announcement: RIEAUG80

The first section of this book presents a discussion of the criteria to be used in developing and evaluating inservice teacher education programs. The criteria are decision-making, relationship to the program of the school, resources, commitment to teacher education, and rewards. Section Two contains descriptions of nine inservice programs. (JD)

ED205463 SP017454
Inservice Education: Criteria for Local Programs.
Edelfelt, Roy A.
Western Washington Univ., Bellingham.
1976 21p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Grant No.: 489AH60390
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Washington
Journal Announcement: RIEDEC81

Criteria suggesting standards and characteristics for inservice education programs are described. In an introductory table, the purposes of inservice education are illustrated. They include advanced degrees, school improvement, professional advancement, retraining for new assignments, and personal professional development. The process, setting, authority, responsible agency, reward structure, and motivation for each of these purposes are listed. Inservice program criteria are grouped into five sections: decision making, relationship to the program of the school, resources, commitment to teacher education, and rewards. The criteria may be used in several ways. They may provide basic ideas upon which professionals can plan and operate a program. They may also be used as survey items to obtain perceptions of district or school personnel, to provide information on current circumstances and what might be desirable in an inservice education program, and to examine the priorities of those involved in program development. (JD)

ED205521 SP018775
Inservice Education: Demonstrating Local Programs.
Edelfelt, Roy A., Ed.; And Others
Western Washington Univ., Bellingham.
1978 83p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Grant No.: G007603470
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142)
Geographic Source: U.S.; Washington
Journal Announcement: RIEDEC81

Seven essays on various aspects of implementing inservice education programs are presented: (1) considerations for developing local inservice education programs; (2) demonstrating collaborative governance; (3) evaluating inservice education; (4) variables affecting the implementation of inservice education programs; (5) techniques and strategies for demonstrating effective practices in inservice teacher education programs; (6) demonstration of delivery systems for inservice education; and (7) institutional responsibility for inservice education. Appended is a list of reports and readings on inservice education projects from the ERIC data base and the American Association of Colleges for Teacher Education. (FG)

ED191839# SP016695
Inservice Education: Priority for the '80s.
Johnson, Margo
Syracuse Univ., N.Y. School of Education.
1980 52p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Available from: National Dissemination Center, Syracuse University, 123 Huntington Hall, Syracuse, NY 13210. ($4.50).
Document Not Available from EDRS.
Language: English
Document Type: PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142)
Geographic Source: U.S.; New York
Journal Announcement: RIEJAN81

This publication, part of the Professional Development series, presents an analysis of present and future needs for developing innovative approaches to professional staff development. Forces that have compelled fresh approaches for inservice program designs include: (1) equal education for women and minorities; (2) social and economic forces; (3) the knowledge explosion; and (4) declining enrollments. State and federal governments have an obligation to provide long neglected leadership and financial support for inservice programs. Issues for educational personnel and the community are discussed. (CJ)

ED146168 95 SP011881
Inservice Innovations. Improving Learning Opportunities: IMPACT Series, No. 5.
Lincoln Public Schools, Nebr.; Nebraska Univ., Lincoln. Teachers Coll.
1977 11p.; For related documents, see SP011 878-84 and 728
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Contract No.: OE 600-750-3580
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEMAR78

This booklet, the fifth in a series of eight describing the University of Nebraska-Lincoln and Lincoln Public School System Tenth-Cycle Teacher Corps program, discusses the basic characteristics of the inservice teahcer education component of the program. This inservice effort was developed to complement the ongoing staff development activities of the school in which the Teacher Corps program operated and to supplement a variety of independent activities conducted at the University, which had no organized inservice program. Eight basic principles of the inservice education model are described and illustrated by examples: decision making, needs assessment, voluntary participation, multiple delivery systems, on-site application, formative and summative evaluation, and leadership. Seven basic delivery systems were used to provide activities to teachers, interns and aides: (1) semester courses at school site; (2) individualized modules or mini-courses; (3) curriculum building; (4) team teaching by university personnel; (5) teacher center activities; (6) workshops; symposia, and retreats; and (7) staff development meetings. (MJB)

ED190556 SP016507
Institutional Change.
Smith, Hayden R., Ed.
California Teacher Corps Network, San Diego.; San Diego State Univ., Calif.
Networker, v1 n2 Fall 1978
1978 53p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: SERIAL (022)
Geographic Source: U.S.; California
Journal Announcement: RIEDEC80

This publication's theme, "Institutional Change," is broadly examined in fourteen articles that range from research and opinion to allegory and satire. A student teacher, a dean, and a state education director are among the authors. Articles concern: 1) key elements of change; 2) relationships between local, county, state, and federal educational organizations; 3) problems arising from mandated change; 4) institutionalization of processes and products; 5) cultural context of social organizations; 6) the role of the user as the principal change agent; and 7) teachers as change agents. Several programs sponsored by the Teacher Corps are also described. (CJ)

ED199239 SP017687
Institutionalizing a Successful Teacher Corps Inservice Program: A Model for Building Ownership.
Perez, Roberto; And Others
Dec 1980 16p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (5th, San Diego, CA, December 7-11, 1980). Colored pages may not reproduce clearly.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); EVALUATIVE REPORT (142)
Geographic Source: U.S.; Texas
Journal Announcement: RIEJUL81

The process for initiating an inservice program begins with the appointment of an Inservice Education Steering Committee (IESC), composed of teachers, teacher aides, parents, and administrators. In the first phase of the model, the IESC reaches a consensus on what inservice education is, why it is needed, and who plans and conducts it. In the second phase, teaching competencies are identified and classified. A needs assessment is conducted in the third phase. The information gathered from the needs assessment is used to plan workshops and to provide for leadership and the continuation of the program. The fifth and last phase is concerned with personalizing training for each individual and grouping teachers according to stated needs. Each group plans a training program and submits its request to the IESC. After approval, further planning is done by each group, including arranging for consultants, travel, and providing substitutes. Six attachments provide information on Teacher Corps goals and competencies, IESC functions, characteristics of inservice programs, and teaching skills and behaviors. (FG)

ED047018# TM000405
Instructional Consultant Checklist.
McCahon, David; And Others
Pittsburgh Univ., Pa. School of Education.
1969 2p.
Available from: Part of TM 000 368; not available separately
Document Not Available from EDRS.
Language: ENGLISH
Journal Announcement: RIEMAY71

This instrument was designed to aid in evaluating the Pittsburgh Teacher Corps Pre-Service Program by assessing whether predetermined behavioral objectives had been attained. Some twenty objectives in the areas of teaching skills, attitudes, and community involvement are rated on a four-point continuum: Never Observed; Sometimes; Most of the Time; Always. The instructional consultant checks the appropriate block on the checklist which adequately describes the behavior on the part of the intern that he has observed during actual classroom teaching over a recent period of one month. Space is also provided for any free comment that the consultant may wish to make. (CK)

ED181085 TM010087
Instruments for Analyzing Network Functioning.
Massey, Sara R.
New England Teacher Corps Network, Portsmouth, N.H.
Sep 1979 31p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; New Hampshire
Journal Announcement: RIEMAY80

The evaluation instruments contained in this publication are used by the New England Teacher Corps Network to gather information for writing proposals, restructuring meetings, obtaining feedback, setting directions, and analyzing the Network's functioning. These instruments can be used by other linking organizations. The instruments are used to evaluate: board or council functioning; executive secretary performance; activity assessment; and program impact. (MH)

ED198132 SP017542
Interaction Partner System: A Design for Professional Collaboration. Overview.
Szymanski, Marcella D.; Eade, Gordon
University of West Florida, Pensacola. Educational Research and Development Center.
1978 8p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN81

The Interaction Partner System (IPS) was designed and implemented by the Okaloosa County Teacher Corps Project and the University of West Florida. It was an answer to several dilemmas: teacher isolation, irrelevant and inflexible teacher inservice training, and theories and research developed at the graduate level which rarely found their way into the schools. By enabling preservice and inservice teachers to focus together on common concerns within a site school, the IPS attempted to achieve four goals: to create positive change in teacher behavior; to offer a research option for earning inservice credit; to encourage immediate applicability of the developed research designs; and to provide a model for teacher education centers and colleges of education. Each degree program participant was asked to solicit the involvement of another teacher within the school, providing the following incentives: freedom to alter general school and class schedules; use of substitute teachers and materials needed for research; and letters of commendation for their files. Special guidelines were laid out, and each student kept a log of the interaction and the length of each encounter. One inservice credit was awarded to participating teachers for each hour of involvement. (FG)

ED018454 UD003942

IMPERATIVES FOR CHANGE, PROCEEDINGS OF THE NEW YORK STATE EDUCATION CONFERENCE ON COLLEGE AND UNIVERSITY PROGRAMS FOR TEACHERS OF THE DISADVANTAGED (YESHIVA UNIVERSITY, APRIL 10-11, 1987).

JABLONSKY, ADELAIDE ; AND OTHERS

New York State Education Dept., Albany.; Yeshiva Univ., New York, N.Y. Ferkauf Graduate School of Humanities and Social Sciences.

1967 128P.

EDRS Price - MF01/PC06 Plus Postage.

Language: ENGLISH

Journal Announcement: CUMREPT

THESE PROCEEDINGS REPORT 19 DISCUSSION DEBATES, EACH REPRESENTED BY A NUMBER OF PAPERS IN FOUR MAJOR AREAS--(1) CONCERN FOR ATTITUDES AND BEHAVIOR (ADMINISTRATIVE COMMITMENT, COOPERATIVE COLLEGE-SCHOOL SYSTEM EFFORTS, CULTURE SHOCK, STAFF AND STUDENT ATTITUDES AND BEHAVIOR, AND SENSITIVITY TRAINING), (2) CONCERN FOR PEOPLE (TEACHING ETHNIC GROUPS, SELECTING STUDENTS, HUMAN RESOURCES, INVOLVING COMMUNITY AND PARENTS, AND LEARNING FROM SPECIAL PROGRAMS), (3) CONCERN FOR TECHNIQUES (PRESERVICE STUDENT TEACHING, FIELD WORK, INSERVICE EDUCATION, INSTRUCTIONAL RESOURCES AND EQUIPMENT, AND INNNOVATIVE METHODS), AND (4) CONCERN FOR SPECIAL CURRICULUM ASPECTS (PHILOSOPHICAL AND PSYCHOLOGICAL BASES, ROLE OF THE HUMANITIES, READING AND LANGUAGE ARTS, AND BILINGUALISM). THE FORMAL PAPERS ARE FOLLOWED BY REACTION PAPERS, OVERALL EVALUATION OF THE CONFERENCE, A CONFERENCE SUMMARY OF "IMPERATIVES FOR CHANGE," AND A DIRECTORY OF CURRENT NEW YORK STATE COLLEGIATE PROGRAMS FOR TEACHERS OF THE DISADVANTAGED. THIS DOCUMENT WAS PREVIOUSLY ANNOUNCED AS ED 012 271. (AF)

ED065657 24 UD012865

Implementation of a Competency-Based Teacher Education Program. Final Report, Volume I.

Napier, Lee

Mississippi State College, Jackson. Div. of Education and Technical Studies.

31 Aug 1971 107p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No.: BR-0-8064

Grant No.: OEG-0-70-4540

EDRS Price - MF01/PC05 Plus Postage.

Language: ENGLISH

Journal Announcement: RIENOV72

The purpose of this project was to help implement the change from traditional instructional programs in teacher education at Jackson State College, Mississippi, to programs which are competency-based, starting with the faculty and interns of Jackson State College-Hinds County Teacher Corps Program. From July 1970 through July 1971, 36 interns (black liberal arts graduates), assigned to three school systems in the County, were given eight courses in early childhood education as well as six hours of internship, which will count toward a master's degree; the eight courses were converted to competency-based instruction to extents varying from 50 to 100 percent. When students were requested to evaluate the program, they reacted positively toward competency-based instruction; the majority felt that they were under less pressure, would achieve more, and would receive higher grades. Faculty members also reacted positively and expressed a willingness to use the method in their own classes; but that the traditional grading system would need to be changed to a pass-fail system. All of the faculty members felt that the end-product of such a system better prepared teachers, was worth the effort to overcome such problems as do exist. The initial recommendation was to involve the total teacher education faculty in an effort to implement further competency-based instruction within the Jackson State College education program. (Author/RJ)

ED095149 95 SP008327

Implementing Competency-Based Educational Programs at Southern University. Teacher Corps Associates: Resources for CBTE, Number 5.

Fortenberry, James

Southern Univ. and Agricultural and Mechanical Coll., Baton Rouge, La.

1973 11p.; For related documents, see SP 008 322-326 and 328-333

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEDEC74

This paper provides a general description of how Southern University in Baton Rouge, Louisiana is moving towards competency-based instruction. A planning retreat was held and all instructional programs offered by the University were assessed with regard to the overall purposes of the institution and the prospect of developing a competency-based orientation. This assessment included the following: (a) the specification of goals and objectives in relation to the mission of the university, present efficiency of the program, and a competency-based orientation; (b) a description of substantive programs; (c) a description of the faculty model; and (d) a description of the evaluative component. Some considerations related to implementing a competency-based program include: (a) whether competency-based instructing is appropriate for curriculum components other than those at the professional level, (b) whether objectives in the affective domain can be formulated, and (c) which strategy should be used in changing to competency-based instruction. (PD)

ED186385 SP015912

Interactive Research and Development on Teaching. Final Report.

Tikunoff, William J.; And Others

Far West Lab. for Educational Research and Development, San Francisco, Calif.

1979 637p.; For related document see SP 015 913. Some parts may be marginally legible.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Report No.: IR&DT-79-11

Contract No.: NE-C-00-3-0108 Grant No.: OB-NIE-G-78-0203

Available from: William J. Tikunoff, Far West Laboratory for Educational Research and Development, 1855 Folsom St., San Francisco, CA 94103 ($15.00; Executive Summary $1.50; prepaid).

EDRS Price - MF03/PC26 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); RESEARCH REPORT (143)

Geographic Source: U.S.; California

Journal Announcement: RIESEP80

This document is the final report of the Interactive Research and Development on Teaching (IR&DT) study on the implementation of educational research in actual site locations. Two teams of teachers, researchers, and trainer/developers spent fifteen-and-one-half months implementing the IR&DT at two sites in Vermont and California. Their efforts form the basis of this report. Included are: 1) a discussion of the essential features and assumption of the IR&DT strategy; 2) a description of the strategy implementation at each research site; 3) description of the study participants; 4) discussion of the purposes and procedures of IR&DT; 5) evaluation of the study outcomes; 6) discussion of the use of IR&DT as an intervention method, with conclusions regarding the study and suggestions for future programs and research. Tabular presentation of the information resulting from this research is also presented. (LH)

ED100903 SP008830

Interim Report: Program Development Specialist's Role.

Coon, George E.

11 Jun 1971 6p.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: MISCELLANEOUS (999)

Journal Announcement: RIEMAY75

In a memorandum to the Chief of Planning and Program Development, Teacher Corps, the Program Development Specialist for the Pontiac Urban Corps in Oakland examines the role of the program development specialist. Although the program was successful in that 31 beginning teachers were placed and modules were developed in three discipline areas, the fact that the program development specialist served less than half-time limited the achievements of the program. Within the time limitations, the major facets of the program specialist's role included serving as (a) module coordinator for reading and language arts, (b) demonstrator of desired teaching behaviors, and (c) manager of a feedback system designed to provide significant team members with information for use in strengthening the program. The drawbacks to the program caused by underfunding of the program specialist's position were that (a) close affiliation with the staff was precluded; (b) development of an overall management system was severely hampered; and (c) field testing and evaluation of modules developed during the course of the project were inadequate. (HMD)

ED186394 SP015929

Internship: A Pacing Guide for Student Teachers.

Berrones, Elma; And Others

Austin Independent School District, Tex.; Texas Univ., Austin.

May 1978 67p.; Parts may not reproduce clearly.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055); PROJECT DESCRIPTION (141); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Texas

Journal Announcement: RIESEP80

This pacing guide is a detailed outline that provides trainees with a building-block approach to the aquisition of teaching skills. In addition, it provides clarity to the roles and responsibilities of the intern, the cooperating teacher, and the supervisor, and coordinates the classroom experience for the third semester of a four-semester internship. The guide is arranged on a week-by-week basis, with the activities for each week structured into "A", "B", and "C" priority listings. The Teacher Corps generic competency framework--an outline which defines crucial skills and objectives for educational trainees and personnel--and a self-evaluation form are included. (Authors/LH)

ED203538 EC132802

Interrelationship Between Regular and Special Education Service Delivery Systems for Intervention Attitude of Acceptance Toward Exceptional Children: Participant's Manual. Activity Directions, Exceptional Child Component.

Peterson, Diana K.; Whitmore, Ladonna

Rocky Mountain Teacher Corps Network, Landers, Wyo.

.1980 54p.; Print is small. For related documents, see EC 132 801-809.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055); INSTRUCTIONAL MATERIAL (051)

Geographic Source: U.S.; Wyoming

Journal Announcement: RIENOV81

The participant's manual contains activity direction for a teacher workshop focusing on the interrelationship between regular and special education, service delivery systems for intervention, and attitude of acceptance toward exceptional children. Activities correspond to the ten workshop objectives: to define the concept of mainstreaming, to write a rationale for mainstream education, to compare and contrast mainstream education with traditional special programs, to describe the various instructional models and the role relationships of personnel within each, to become aware of the way in which differences set people apart, to describe the classifications and characteristics of special students, to compare and contrast academic information versus labels as aids in planning for instruction, to appreciate the sense of being "different" as experienced by special students, to describe the ways in which expectations and stereotypes of others affect responses/learning/relationships, and to identify positive characteristics in labeled special students. The bulk of the document provides definitions, behavioral characteristics, educational treatment, and readings related to specific exceptionalities. (SB)

ED203537 EC132801

Interrelationship Between Regular and Special Education Service Delivery Systems for Intervention Attitude of Acceptance Toward Exceptional Children: Facilitator's Manual. Exceptional Child Component.

Peterson, Diana K.; Whitmore, Ladonna

Rocky Mountain Teacher Corps Network, Landers, Wyo.

.1980 76p.; Print is small. For related documents, see EC 132 802-809.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Wyoming

Journal Announcement: RIENOV81

The facilitator's manual offers guidelines for conducting a workshop for regular educators which focuses on the following objectives--writing a rationale for mainstream education, describing the various instructional models and the role relationships of personnel within each, describing the characteristics and classifications of special students (both handicapped and gifted), and understanding the ways in which expectations and stereotypes of others affect responses/learning/relationships. Sections cover general and specific workshop objectives; materials, space, and equipment; evaluation of the training session; and directions for conducting the workshop. Included among workshop materials are masters for transparencies, articles for service delivery systems, a teacher training program order form, a materials price list, a bibliography, and a list of agencies for the gifted. (SB)

ED142546 95 SP011358
Interviews: Perceptions of Professionals and Policy Makers.
Joyce, Bruce R.; And Others
Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.
Jun 1976 135p.; This Inservice Teacher Education Concepts Project study was preformed jointly by Staff of Stanford Center for Research and Development in Teaching and the Staffs of five Teacher Corps Recruitment and Technical Resource Centers
Sponsoring Agency: National Center for Education Statistics (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Teacher Corps.
Report No.: ISTE-2
EDRS Price - MF01/PC06 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEDEC77

This report presents a summary of exploratory interviews with teachers and educational policy makers conducted to identify issues, problems, and opportunities for constructive change in inservice teacher education (ISTE). Teachers were questioned on (1) feelings toward ISTE in general (relevance, definition, and organization); (2) roles of entities responsible for ISTE; (3) the definition of substance, with emphasis on professionalism, preferences for training objectives, and differences in experience; (4) incentives and convenience of training; (5) issues concerning the training process: who should be trained? When? Who should conduct the training? and Who should evaluate the training?; (6) how to develop connections between teacher needs and available programs; (7) the "ownership" of ISTE; (8) issues concerning mainstreaming, and (9) multi-ethnic/bilingual education; (10) emphasis on humanistic education; (11) alternatives to present fiscal support programs; (12) problems in ISTE organization and governance; and (13) problems in creating natural and planned variation experiments in inservice teacher education. Educators concerned with the formation of educational policy at the state and national level perceived many of the same problems with ISTE as did the classroom teachers. A comparison of the answers of teachers and educators on the ISTE question reveals a widespread frustration with the lack of efficacy of inservice teacher education programs which seems to be due to structural reasons. It was concluded that the first step in determining the future of ISTE will be to solve the problem of organizing the various groups who have an interest in inservice teacher education into a single structure allowing for diversity but at the same time maintaining common goals and means for attaining them. (MJB)

ED129733 95 SP010446
Issues to Face. ISTE Report I.
Joyce, Bruce R.; And Others
National Center for Education Statistics (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Teacher Corps.
Jun 1976 50p.; For related documents, see SP 010 447-449
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEFEB77

The Inservice Teacher Education (ISTE) Concepts Study gathered information from educational professionals and policy-makers. The resulting mass of information and concepts is presented in this overview of the nature of ISTE and its problems. The general structural problem of ISTE involves the interaction of several dimensions: (1) the governance system, composed of the decision-making structures which legitimize activities and govern them; (2) the substantive system, composed of the content and process of ISTE and that deals with what is learned and how it is learned; (3) the delivery system, including incentives, interfaces between trainees, trainers, and training and staff, which deals with motivation, access, and relevance to the role of the individual professional; and (4) the modal system consisting of the forms of ISTE, ranging from sabbaticals abroad to intensive on-site institutes. These dimensions and their interaction are discussed. (JMF)

ED185521 CS005385
Jeremiah E. Burke High School Multicultural, Multiethnic Reading Skills Curriculum Guide.
Anderson, Jeanette; And Others
New England Teacher Corps Network, Portsmouth, N.H.
.1978 109p.; A number of pages may be marginally legible.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S.; New Hampshire
Journal Announcement: RIESEP80

In designing this curriculum guide, the contributors drew materials from a variety of sources (social studies texts and reading workbooks) to help teachers develop student reading skills while indirectly exposing students to the customs, vocabularies, and histories of various ethnic groups and cultures. Activities are suggested for teaching word analysis skills, word meaning skills, comprehension skills, organizational skills, speed reading skills, study skills, real life reading skills, and newspaper reading skills. An answer key, a word frequency list, a test for quickly assessing reading ability, and materials on sustained silent reading are attached. (RL)

ED209266 TM810755

Kanawha County Schools/West Virginia University Teacher Corps Project. Research Report.

Harmon, David J.

Kanawha County Schools, Charleston, W. Va.

7 Jul 1980 55p.; Prepared through the Department of Research and Evaluation.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; West Virginia

Journal Announcement: RIEMAR82

The major problem in this study is to determine the effects of remedial methods on basic skills mathematics achievement and student attitude toward mathematics. Attitude prior to treatment was included as a blocking variable in one analysis. Remedial methods included: (1) no intervention or regular; (2) regular plus an intern teacher; (3) regular plus student use of a micro-computer; and (4) regular plus intern and micro-computer. Implementation of this Teacher Corps Project was with four teachers, four interns and all general mathematics high school students during the first nine weeks of the 1979-80 school year. This report is developed from a pilot research study perspective. The methods section includes a rather extensive discussion of techniques designed to support the internal validity of the study. The results are presented by hypothesis. Implications for teachers, project staff and administrators concerning the effects of micro-computer and intern utilization are limited to the application of each in this study. In addition to the discussion of implications, a summary of results and conclusions are presented in the final narrative section of this document. The appendices include documentation of various planning and monitoring procedures as well as instrumentation. (Author/GK)

ED209220 SP019055

Kentucky Teacher Preparation and Certification Handbook. 1981 Edition.

Kentucky State Dept. of Education, Frankfort.

1981 162p.

EDRS Price - MF01/PC07 Plus Postage.

Language: English

Document Type: LEGAL MATERIAL (090)

Geographic Source: U.S.; Kentucky

Journal Announcement: RIEMAR82

Government: State

This handbook sets forth the regulations of the Kentucky State Board of Education that relate to teacher education and certification. The following topics are covered: (1) selected statutory provisions relating to teacher education and certification; (2) teacher certification procedures; (3) ranking of teacher qualifications; (4) procedures for evaluation and approval of teacher preparation programs and teacher education institutions; (5) standards for the preparation and certification of professional school personnel; (6) general education component of teacher preparation curriculum standards; (7) preparation and certification of kindergarten, elementary, middle, and high school teachers; (8) provisional certificate for teaching music; (9) extending the validity of elementary and high school certificates; (10) preparation and certification of reading specialists, driver education teachers, school media librarians, and special education teachers; (11) preparation and certification of guidance counselors, school psychometrists, school psychologists, school social workers, school nurses, and rehabilitation counselors; (12) school administration and supervision; (13) business administrator preparation and certification; (14) vocational education preparation and certification; (15) junior reserve officers training corps preparation and certification; and (16) emergency certification. Explanatory notes to a statement on general education are appended. (JD)

ED137254 95 SP010891

Language Arts Component Module Descriptions as of April 1, 1974.

Houston Independent School District, Tex.; Houston Univ., Tex.

1 Apr 1974 59p.; For related document, see SP 010 892 : Best copy available

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEAUG77

This document is a collection of component module descriptions of competencies needed for the instruction of language arts developed during the Sixth or Eighth Cycle Teacher Corps Program of the University of Houston and Houston Independent School District, Houston, Texas. The program is a two-year graduate internship for persons holding baccalaureate degrees in fields other than education, leading to a Master of Education degree and provisional certification. The program focuses on elementary school education, urban education, and the education of Black and Chicano children. The document presents seven component module descriptions: (1) Teaching Handwriting, (2) Teaching Pupils How to Spell, (3) Teaching Speaking and Listening Skills, (4) Teaching Grammar and Composition, (5) Telling Stories to Pupils, (6) Listening, and (7) Handwriting. Format for the presentation of each competency includes: Reference System Designation, Program Description, Component Name, Module Cluster Name, Developer, Date and State of Development, Developer Comments, User Comments, Modules Within Cluster, Module Cluster Rationale, Module Cluster Objectives, Module Cluster Prerequisites, Pre-Assessment Procedures, Learning Alternatives, Post-Assessment Procedures, and Remediation. (MB)

ED076067 FL003805

Language in American Indian Education.

Slager, William R., Ed.; Madsen, Betty M., Ed.

Utah Univ., Salt Lake City.

1972 107p.

Sponsoring Agency: Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

EDRS Price - MF01/PC05 Plus Postage.

Language: ENGLISH

Journal Announcement: RIESEP73

Several articles dealing with bilingual education and language acquisition among American Indians illustrate problems representative of this ethnic minority. The major article by W. Miller considers the Shoshoni language as an "obsolescing" language, and a bibliography of the Numic languages is included. The information exchange section reports on: (1) a conference on child language, (2) summaries and excerpts from conference papers, (3) population change, (4) Indian student leadership and inservice training, (5) language instruction, (6) English kindergarten for speakers of Miccosukee, (7) films for classroom use, (8) student publications, (9) American Indian Historical Society periodicals, (10) teacher corps, (11) Title 7 projects for Indian languages, and (12) local resource materials. Books reviewed include "Conceptual Learning," "Early Childhood Bilingual Education," and "Adapting and Writing Language Lessons." Several short stories are also included. (RL)

ED186413 SP016026

Leadership and Project Management.

Ryder, Martin; And Others

Mid-Atlantic Teacher Corps Network, Philadelphia, Pa.

1979 153p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

Contract No.: 300-78-0326

EDRS Price - MF01/PC07 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Pennsylvania

Journal Announcement: RIESEP80

This Teacher Corps document investigates the nature and function of organizations, and explores the applicability of organizational studies to the field of education. Topics dealt with include: 1) understanding organizations; 2) the structure of organizations; 3) the relationship between individuals and organizations; 4) organizational characteristics and organizational functioning; and 5) a structural process model of organizational analysis. Exercises for organizational analysis are included in the document. (LH)

ED185017 SP015758
Learning Guide for Perspectives on Organizations. 1978 Teacher Corps Developmental Training Activities.
Freiberg, H. Jerome; Townsend, Karan
Nebraska Univ., Omaha. Center for Urban Education.
Apr 1978 76p.; For related document see SP 010 243.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Contract No.: 300-77-0156
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: TEST, QUESTIONNAIRE (160); NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Nebraska
Journal Announcement: RIEAUG80

This learning guide, structured into two sections, was developed to facilitate the learning of cognitive and social skills of individuals working within a group organization. The first section deals exclusively with knowledge about organizational structure, and is oriented towards developing recall and comprehnsion. This section seeks to highlight and to identify basic facts and concepts, and includes exercises such as crossword puzzles and fill-in-the-blank questions geared towards this goal. The second section offers the reader the opportunity to apply and extend the knowledge gained in the first part of the guide. The activities included in this section are intended to encourage interaction between participants as well as introspection on the part of individual participants. Both independent and group activities are included in the guide. (Author/LH)

ED202174 EA013633
Learning Guides for Community Based Education and Community Council Functioning in Teacher Corps Projects.
DeTure, Linda R.; And Others
Howard Univ., Washington, D.C. Eastern Teacher Corps Recruitment and Community Technical Resource Center.
Aug 1980 125p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Contract No.: 300-79-0312
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: INSTRUCTIONAL MATERIAL (051)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEOCT81

To assist project members in understanding the concepts and philosophy of community-based education in Teacher Corps programs, this document presents eight learning guides. The first two guides relate community-based education to regulations and to emerging community-based policy in the Teacher Corps program. They offer background material for the four guides that follow and provide information on and insight into the legislative intent for community involvement in Teacher Corps. The following guides utilize four case studies of community-based education projects undertaken by the Teacher Corps to explore organizational concepts. Each includes guided activities, a list of behavioral objectives, and a self-test on organizational concepts. The case studies are briefly summarized, but not included. The final two guides treat issues of community council governance, role, and function. The Teacher Corps regulations, a policy paper on community-based education, and information on the functions of the community council are appended. (Author/WD)

ED201613 SP017971
Lessons from Teacher Corps in Winning Over School Staffs to Research Utilization.
Roper, Susan Stavert; Nur, Mary M.
Feb 1981 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; California
Journal Announcement: RIESEP81

Successful strategies used by a research team in establishing collegiality with school staffs so that research results could be succesfully implemented are described. During the initiation phase of a five-year project, four basic strategies were used to win over school staffs: paying attention to changing needs in the schools, building trust and credibility, balancing long-term and short-term goals, and establishing personal relationships with teachers and administrators. During the second and third years of the project, when the aim was to implement the changes planned during the initiation year, many of the strategies used in the initiation phase continued to be used. A description is given of a variety of extrinsic and intrinsic incentives designed to motivate school faculty to attend inservice activities. It was considered fundamentally important to establish a relationship with teachers in which researchers regarded them as valued colleagues rather than as clients. (JD)

ED099382 SP008693
Lessons from the Teacher Corps.
Edelfelt, Roy A.; And Others
National Education Association, Washington, D.C.
1974 62p.
Sponsoring Agency: Ford Foundation, New York, N.Y.
Available from: National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock No. 0-8106-6611-1-00, No price quoted)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEAPR75

This booklet is a nontechnical summary of an extensive sociological investigation of the Teacher Corps, which was restricted to 10 universities and 42 schools. Data drawn from observation, questionnaires, and interviews with teachers, professors, and interns are used to present a composite picture of the program. The document includes a history of the Teacher Corps program, gives reasons for the evaluation study, and indicates methodology used. Two different kinds of information are woven together throughout the report: (a) generalized findings from the 10 Teacher Corps sites studied and (b) illustrative material drawn from two different sites--an urban university and a southern university. The summary of findings reports some intern dissatisfaction and friction with teachers. Specific characteristics of interns and teachers in the program and school changes are among the areas covered in the summary of findings. Conclusions drawn from the study are reported at the end of the booklet. (JA)

ED131043 95 SP010603
Licensing and Accreditation in Education: The Law and the State Interest.
Levitov, Betty, Ed.
Study Commission on Undergraduate Education and the Education of Teachers, Lincoln, Nebr.
1976 173p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Available from: Nebraska Curriculum Development Center, Andrews Hall, University of Nebraska, Lincoln, Nebraska 68588 (No price quoted)
EDRS Price - MF01/PC07 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIEMAR77

The legal implications of competency-based teacher education were the subject of a conference sponsored by the Multi-State Consortium on Performance Based Teacher Education. Representatives from state departments of education and their legal advisors met with a panel of consultants to discuss licensing and accrediting of teachers. The issues raised were: (1) What does the litigation say about new directions in licensing teachers and accrediting teacher education? (2) What does research say about what can be done to provide competent practitioners for classrooms and school leadership roles? The eight essays in this book evolved from the groundwork laid at this conference. The following subjects are examined: "The Law, the Courts, and Teacher Credentialling Reform," by Michael A. Rebell, a lawyer specializing in education law; "Techniques and Criteria for Designing and Selecting Instruments for Assessing Teachers," by Paul S. Pottinger, a clinical and social psychologist, Senior Associate and Director of Assessment Systems at McBer and Company in Boston, Mass.; "State Interest and Teacher Education Program Approval," "General Description of the Activities Associated with Reviews of Institutions and Programs," "Character and Use of Evidence in Program Approval," and "Due Process for Institutions and Students: Implications for Periodic Reviews," by Dr. Lawrence D. Freeman, Director of Teacher Education Program Approval, Illinois Office of Education; "Research Lags and Institutional Barriers Affecting Competency-Based Teacher Education Implementation" and a summation and report on the work of the conference by Sheila Huff, Research Fellow at the Educational Policy Research Center, Syracuse Research Corporation. (JD)

ED141387 TM006330
Limitations of a Standard Perspective on Program Evaluation: The Example of Ten Years of Teacher Corps Evaluations.
Fox, G. Thomas, Jr.
.Apr 1976 102p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)
EDRS Price - MF01/PC05 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIENOV77

Six evaluation studies on Teacher Corps are first described and then analyzed. The two evaluation perspectives used for analysis were: (1) the standard evaluation paradigm as described by Astin and Panos and (2) the evaluation paradigm suggested by Parlett and Hamilton as "illuminative evaluation". The standard evaluation paradigm describes three main components: student inputs, student outputs, and educational operations; and finds causal relationships between these components. In contrast to the standard evaluation paradigm, the Parlett and Hamilton paradigm includes: (1) a study of the entire program: its rationale and evolution, its operations, achievements and difficulties; (2) an examination of the program within the school or educational milieu; and (3) a combination of methodological strategies for describing and analyzing a program in order to help "illuminate" salient program features. Results of this study indicate that, if one agrees with Astin and Panos that "the fundamental purpose of evaluation is to produce information which can be used in educational decision-making", then these evaluation studies have failed. They failed not because they did not follow the standard evaluation techniques reviewed by Astin and Panos, but because they did follow these procedures and used the standard perspective of evaluation. The challenge for evaluations, then, seems not be apply these same evaluation procedures better, but rathr to use alternative perspectives on evaluation. (Author/MV)

ED196819 SP015609
Looking at Teacher Corps Community Council Functioning. A Series of Check Sheets.
Georgia Univ., Athens. Recuritment and Community Technical Resource Center.
1979 44p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Grant No.: 300-79-0311
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: TEST, QUESTIONNAIRE (160); NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Georgia
Journal Announcement: RIEMAY81

A series of check sheets developed for the use of Teacher Corps Comunity Councils in their daily work are compiled in a single volume. The check sheets are intended to assist in developing strength from which they can share equally with the school district and the college in planning, implementing, and evaluating their Teacher Corps projects. In addition, check sheets are meant to be used in self-assessment and to suggest new ideas. Check sheets in such areas as community council goals, functions of community council leadership, community council interaction, community council decision making procedures and problem solving approaches are among the many areas of operation described. (JN)

ED177116 SP014595
Management for Change: Ideologies of Consensus and Conflict in Teacher Corps.
Pine, Gerald J.
1979 31p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: POSITION PAPER (120)
Geographic Source: U.S.; New Hampshire
Journal Announcement: RIEFEB80

Educational administrators and innovators need to become aware of the ideologies hidden in systematic management and organizational development theory if they wish to provide creative leadership in initiating and implementing educational change. Teacher Corps experience supports the notion that effective change is best implemented through a collaborative working relationship between teachers, administrators, students, and community members. A comparison of the consensus model and the conflict model of governance serves to illustrate the dissimilarities in the various schools of administrative thought. The Teacher Corps attempts to address the dilemma of creating a compromise management system in an educational organization previously structured around either a cold, strictly factual or a lax, personalized approach to management. The Corps suggests that administrators consider a different change model if educational change is not to be merely cosmetic, a possibility revealed by a case study concerning the detrimental effects racial tension exerted on a specific Teacher Corps project. (LH)

ED168211 EA011502
Management System. University of New Hampshire-Portsmouth Teacher Corps Project. 12th Cycle.
New Hampshire Univ., Durham.; Portsmouth Public Schools, N.H.
.1979 88p.; Not available in paper copy due to marginal legibility of original document
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: CLASSROOM MATERIAL (050); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; New Hampshire
Journal Announcement: RIEAUG79

This document presents the management system developed by the University of New Hampshire-Portsmouth Twelfth Cycle Teacher Corps Project. This system, although very flexible and continually modified, is presented as a model that may be useful to other projects. According to the report, project goals, training objectives, and expected outcomes are clearly stated. A Management by Behavioral Objectives Task Analysis (samples of which are contained in the document) is done. The project evaluation design has four stages: context, input, process, and product evaluations. Documentation of project activities and accomplishments is collected in a central documentation file, documentation records or journals kept by each project member, and a monthly documentation interview of each member. The planning period of the project contains needs assessment and major decision-making for tailoring and beginning each project component. Process evaluation is used to determine the extent to which the program has been implemented as planned. Product evaluation requires the specification of directly measurable objectives. Both an internal and external evaluation are conducted. The research evaluation design, the evaluation timeline, the statement of policy and procedures, and the list of contents of the documentation file are also included. (Author/JM)

ED180069 EA012237
Management Systems in Teacher Corps Projects.
Henderson, Robert C., Ed.
New England Teacher Corps Network, Portsmouth, N.H.
.1979 181p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Grant No.: G007520273
EDRS Price - MF01/PC08 Plus Postage.
Language: English
Document Type: BOOK (010); POSITION PAPER (120)
Geographic Source: U.S.; New Hampshire
Journal Announcement: RIEMAY80

This book represents the culmination of a twelve-month management training and development program conducted by the New England Teacher Corps Network for its project directors and staff. Wesley Brown and Perry Zirkel trace the organizational evolution of Teacher Corps projects. William Smith presents a theoretical analysis of the management system requirements needed to facilitate desired school change. Roland Goddu presents a comprehensive analysis of management technologies and their uses. Thomas Wolfe defines some of the operational and value issues that should be considered in the process of evaluating, selecting, and applying management technologies. Gerald Pine presents an analysis of the ideologies hidden in systematic management and the "soft" technology of organizational development. H. W. Meyers presents a model for the management of collaboration in the governance of Teacher Corps projects. Robert Ho presents an analysis of collaboration and discusses its potential for use as a central integrating principle for project organizational design and direction. Robert Henderson discusses the theory of networks and draws on the experience of the New England Network to cite learnings regarding the organization of effective networks. (Author/MLF)

ED179504 SP014618
Managing Inservice: Communication, Delivery, Considerations, and Decision-Making.
George, U. Eugene; Mangieri, John N.
1 Mar 1979 21p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; South Carolina
Journal Announcement: RIEAPR80

An overview of the American Association of Colleges for Teacher Education March 1979 clinic concerning management practices in teacher education inservice program operation is presented. Two Teacher Corps projects, one urban and one rural in setting, are used as the basis for discussion. Three areas of management practice are considered. The establishment of an effective communication system, the logistics and organizational details pertaining to inservice education efforts, and the design of a consistant decision-making policy for inservice programs are all major topics of concern and discussion. Copies of the description sheets for the Teacher Corps case studies and of the key questions and issues presented to clinic participants are appended. (LH)

ED100889 95 SP008812

Master's Degree in Education: Research for the Teacher, MSED 004 (USC-U). Preparing for Research, MSED 004.01 (USC-U). Carrying on Research, MSED 004.02 (USC-U).

Gromfin, Annette M.; And Others

University of Southern California, Los Angeles. School of Education.

Nov 1971 36p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEMAY75

This module is designed to provide the prospective teacher of troubled youth with experience, knowledge, skills, and attitudes necessary for carrying on successful action research. The terminal objective is described as follows: given information relevant to writing a research proposal (outline, proposal format, and the means to conduct research, i.e., gathering and organizing data and research procedures), the participant will write an action research proposal for a master's degree project which will be scientifically developed and relatively refined for teachers in the field of delinquency-prone youth. The module is divided into the following sections: description, steps for completing the module, preassessment, description of enabling activities, postevaluation, remediation, and appendixes. The appendixes contain the following elements through which the student may choose to work: (a) Investigate the Library, (b) Investigate Types of Research, (c) Investigate Collecting and Organizing Data, (d) Investigate Tools of Research, (e) Investigate Statistics, and (f) Learner Options. Terminal objectives and steps for completion are given for each of these elements. (JA)

ED057016 SP005428

Materials for Modules: A Classification of Competency-Oriented Tools for Teacher Education.

Joyce, Bruce; And Others

Columbia Univ., New York, N.Y. Teachers College.

Jun 1971 111p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Grant No.: OEG-0-71-0271(715)

EDRS Price - MF01/PC05 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEMAR72

This report is intended to describe and analyze the present state and future needs of performance-based materials. It is limited to materials presently available for dissemination. The first section outlines the background of the project and describes the procedures for selecting, classifying, and describing the materials. The second section comprises an alphabetical listing of all materials described. In the third section, the materials are classified and analyzed. A system of 11 categories is used to classify the major competency-type, substantive emphasis or function. The categories are 1) basic interactive teaching skills; 2) instructional planning and design skills; 3) teaching strategies; 4) analysis of classroom activity: interaction systems and guides; 5) instructional decision making; 6) student diagnosis and evaluation; 7) foundations of education; 8) content areas; 9) media and instructional technology; 10) educational staffing and instructional organization; 11) staff development. The materials are also analyzed for their behavioral status, the kinds of behavioral objectives attended to, their activity structure, and administrative features. The last two sections contain descriptions of the materials. One section includes detailed descriptions of materials previewed by the authors; the other contains short descriptions of non-previewed or limited availability materials. (RT)

ED185027 SP015811

Materials on Technical Resources and Program Evaluation. Teacher Corps Task Forces Document II. Developmental Training Activities.

Nebraska Univ., Omaha. Center for Urban Education.

Dec 1977 245p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

Contract No.: 300-76-0156

EDRS Price - MF01/PC10 Plus Postage.

Language: English

Document Type: INSTRUCTIONAL MATERIAL (051); EVALUATIVE REPORT (142)

Geographic Source: U.S.; Nebraska

Journal Announcement: RIEAUG80

This report by a National Task Force of the Teacher Corps provides charts, tables, and analysis of two distinct facets of previous analysis of the work of the Teacher Corps. The first is a detailed consideration of the availability and use of technical resources. Included are considerations of the purposes for providing technical resources; methods of identifying, analyzing, and setting priorities on necessary resources; and recommendations on organizational structure for delivery of resources. The second issue discussed was program evaluation. The components, purposes, and design of program evaluation are set forth, and a framework for effective evaluation is presented. Discussion is offered on governance as well as on collaborative mechanisms, rationale, and characteristics of a proposed evaluation design. (JD)

ED138547 95 SP010959
Mathematical Retention Over the Summer. Teacher Corps Mathematics Work/Study Group. Working Paper No. 1.
Begle, E.G.; And Others
Stanford Univ., Calif.
Oct 1975 5p.; For related document, see SP 010 961
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIESEP77

This study investigated mathematical retention of junior high school students over the summer months. Approximately 41 percent of the eighth-grade subjects used in this study were Chicano; the others were Anglo, Black, Oriental, and American Indian. The subjects were divided by ethnic group--Chicano or non-Chicano--and according to whether or not they had received pretraining on the tests. The retention tests, administered in June and again in September, measured (1) mathematical reasoning, (2) computation, (3) comprehension, and (4) the ability to read mathematical prose. It was found that the Chicano students who were pretrained in June scored higher than those not pretrained. In general, no loss of comprehension or mathematical reasoning over the summer months was found, and the ability to read mathematical prose seemed to increase slightly over the summer months. (MM)

ED093840 95 SP008208
Mathematics for Elementary Teachers (Math 108a). Adams State College.
Evans, Carlton; And Others
Adams State Coll. of Colorado, Alamosa.
.1973 28p.; Paper prepared for the Adams State College Teacher Corps Program; For related documents, see SP 008 209-215
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Grant No.: OEG-0-73-1039(715)
Available from: Adams State College, Alamosa, Colorado 81101 (No price quoted)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIENOV74

This document is one of a series of eight Teacher Education Modules developed by Adams State College Teacher Corps Program. As a result of completion of this module, which is itself a cluster of nine mathematics learning modules, the elementary education student will: a) gain a knowledge and understanding of the concept of elementary school mathematics; b) have a deeper understanding of the specific topics than would be expected of an elementary student; c) realize and appreciate the logical development of material from precise definitions based on intuitive concepts to facts derived from these concepts; d) increase his confidence in his own mathematical ability; e) see mathematics as a body of interdependent knowledge; and f) realize that mathematics proficiency in the mechanical processes of mathematics is not sufficient for the present-day student. Each module contains a statement of the underlying rationale; a statement of the objectives of the module; enabling activities, which are generally taken from other reference works; and procedures for evaluation. The topics of the modules include a) logic; b) set concepts; c) whole numbers and counting; d) operations on sets; e) binary operations; f) addition, subtraction, and inequalities of whole numbers; g) multiplication and division and the distributive properties of operations on the set of whole numbers; h) fractions; and i) geometric concepts. (HMD)

ED016703 UD004368
MEETING SPECIAL NEEDS OF PUPILS IN MILWAUKEE PUBLIC SCHOOLS, SPRING SEMESTER, 1966-67.
Milwaukee Public Schools, Wis.
15MAY1967 56P.
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Journal Announcement: CUMREPT

THIS REPORT ON EDUCATIONAL PRACTICES IN THE MILWAUKEE PUBLIC SCHOOLS SUMMARIZES THE EFFORTS BEING MADE IN THE SCHOOLS TO PROMOTE EQUAL AND QUALITY EDUCATION. THE SECTION ON CURRICULUM AND INSTRUCTION CONTAINS REVIEWS OF THE REGULAR SCHOOL PROGRAM, COMPENSATORY ACADEMIC AND CULTURAL ENRICHMENT PROGRAMS FOR ELEMENTARY AND SECONDARY SCHOOL STUDENTS, SPECIAL EDUCATION PROGRAMS FOR PHYSICALLY, MENTALLY, OR EMOTIONALLY HANDICAPPED CHILDREN, REHABILITATIVE PROGRAMS FOR SOCIAL ADJUSTMENT, AND VOCATIONAL AND BUSINESS EDUCATION PROGRAMS. ANOTHER SECTION ON THE SCHOOLS' SUPPORTING SERVICES DISCUSSES THE PROVISIONS FOR GUIDANCE COUNSELING, EMPLOYMENT PROGRAMS, PSYCHIATRIC, PSYCHOLOGICAL, AND SOCIAL WORK SERVICES, AND EDUCATIONAL RESEARCH PROGRAMS. THE SECTION ON STAFFING DESCRIBES THE PROVISIONS FOR CLASSIFIED SECETARIAL PERSONNEL, PROFESSIONAL PERSONNEL, AND PROJECTS FOR PROFESSIONAL PERSONNEL SUCH AS THE NATIONAL TEACHER CORPS PROGRAM. CONTAINED IN THE APPENDIX IS A LIST OF SPECIAL PROGRAMS ARRANGED ACCORDING TO THEIR CHRONOLOGICAL DEVELOPMENT, AND THE NAMES OF SCHOOLS OFFERING A PARTICULAR PROGRAM OR SERVICE. ALTOGETHER, MORE THAN 80 PROJECTS AND SERVICES ARE LISTED. (LB)

ED186406 SP015977

Meeting the Needs of Public Education in Western Kentucky. Establishing Collaborative Multidimensional Programs for Inservice Education.

Schroeder, G. G.; Hainsworth, J. C.

Mar 1980 20p.; Paper presented to the American Society for Curriculum Development (Atlanta, GA, March 1980).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141); NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Kentucky

Journal Announcement: RIESEP80

The need for a multidimensional approach to teacher education is discussed in light of the educational trends of the last decade, and the rationale behind Murray State University's (Kentucky) inservice teacher education program is explained. A short history of the university's involvement with inservice teacher education is given, and an outline for the design of similiar programs to be instituted in other universities is offered. A summary of the processes and functions in teacher inservice program development methodology is appended. (LH)

ED195541# SP017165

Merging Resources of the IHE and the LEA for the Improvement of Inter-Institutional Programs. The Competency Centered/Field Based Early Childhood Certification Project. Professional Development Occasional Paper 2.

Allen, Dwight W.; Eade, Gordon E.

National Council of States on Inservice Education, Syracuse, N.Y.

1980 17p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

Document Not Available from EDRS.

Language: English

Document Type. PROJECT DESCRIPTION (141)

Geographic Source: U.S.; New York

Journal Announcement: RIEAPR81

The first of two papers presented in this publication examines the problems of establishing and maintaining a rapport between colleges of education and local schools for their mutual benefit. In an ideal setting and relationship, colleges would conduct research and controlled demonstrations, with the results of the research being implemented by the schools for the continued improvement of educational practice. Schools would define their major needs and this definition of needs would produce research agendas the colleges would undertake. Ways in which this ideal could be achieved are considered. The second paper describes a program in which collaboration between a consortium of institutions of higher education and local education agencies developed an inservice field-based program for certification in early childhood education. (JD)

ED095153 95 SP008331

Methods of Public School Music. Teacher Corps Associates: Resources for CBTE, No. 8.

Battle, Edwina

Norfolk State Coll., Va.; Wisconsin Univ., Madison. Teacher Corps Associates Program.

1973 60p.; For related documents, see SP 008 322-333

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEDEC74

The 24 learning modules contained in this booklet are divided into three module clusters designed to give teacher trainees adequate background and training in music skills that can be adapted to meet the musical needs, interests, capabilities of children in the primary grades. The three clusters are Music Fundamentals, Instruments and Their Use, and Techniques of Music Instruction. Each module and each module cluster include statements of the objectives, lists of prerequisites, learning tasks, and resources. Instruments are included for both pre- and post-assessment. (HMD)

ED030647# TE001422
Microteaching.
Allen, Dwight; Ryan, Kevin
May 1969 151p.
Available from: Addison-Wesley Publishing Company, Inc., Reading, Massachusetts 01867 ($4.95)
Document Not Available from EDRS.
Language: ENGLISH
Journal Announcement: RIENOV69

This book on a rather widely known but less widely applied technique for teacher education is intended both to inform those people who are unfamiliar with microteaching and to caution those who see it as a final answer to teacher training. The first chapter provides a working definition of microteaching; surveys its importance in supervision, research, and other areas; and evaluates its potentials and problems. The second chapter presents the component-skills approach to a mastery of teaching skills and demonstrates the value of the model-oriented technique. The elements of microteaching (e.g., video tape recordings, patterns of training) and the structuring of a microteaching program are discussed in the third chapter. Chapters four and five take up the specific advantages and drawbacks of microteaching for pre-service and in-service teacher training programs. The importance of microteaching for specialized situations--teaching in the inner city, training elementary teachers, teaching in liberal arts colleges, training Peace Corps and Teacher Corps volunteers, and micro-counseling--is evaluated in chapter six. The conclusion presents ways in which microteaching can be of value in educational research. (A short bibliography and an article on evaluation techniques for master teachers are appended.) (LH)

ED109081 95 SP009328
MINK Network Educational Resources Center.
Iowa Univ., Iowa City.
1975 18p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: MISCELLANEOUS (999)
Journal Announcement: RIENOV75

This document contains materials used in accessioning information into the MINK (Missouri, Iowa, Nebraska, and Kansas) Network Educational Resources Center. The center serves as a centralized source of materials covering a wide range of topics pertinent to teacher education for reference use in the MINK four-state area. The materials located at the Center include both print and non-print dealing with areas such as: (a) the competency-based teacher education (CBTE) concept, (b) Teacher Corps proposals and working papers, (c) learning packages, (d) teacher education modules, and (e) various education convention report papers from throughout the nation. Materials contained in this publication include the following: (a) sample material request forms, (b) the manual of form and procedure for cataloging and processing MINK Network Educational Materials, and (c) the April and May 1975 selected monthly acquisitions list. (JS)

ED148924 UD017563
Minority Teachers as Change Agents: A Case Study.
Millner, Darrell
1977 113p.
Available from: University Press of America, 4710 Auth Place, S.E., Washington, D.C. 20023 ($5.50)
EDRS Price - MF01/PC05 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEMAY78

The Teacher Corps Corrections Program was generated at the University of Oregon in 1970. This program was to recruit an intern group on the junior undergraduate level and train them to be teachers capable of working with alienated and minority populations in either an urban school or a correctional setting. The program had a strong theoretical orientation. The need for accomplishing structural change in established institutions and training a new kind of teacher able to operate as a change agent was emphasized. The major purpose of this study was to evaluate to what extent the program succeeded in generating within the interns the abilities and commitment to act as change agents in educational/correctional environments. Through the use of a tape recorded interview/analysis procedure, this study examines the impact on 19 former interns in terms of their self-perceptions, current activities and present opinions regarding societal change. The study also determines how well the Teacher Corps program was able to prepare interns for involvement in traditional and on going institutions and agencies. An evaluation of how involved former interns currently are in activities designed to make traditional institutions more responsive and less alienating for the clients they serve is presented. Results indicate that 9 of the interns felt that the program did not adequately train them for the role of change agent, while 9 felt that the program had. It was found that former interns have done little to live up to the predicted change agent behavior patterns of the original Teacher Corps proposal. It is suggested that the program's goal of training minority personnel for juvenile corrections careers was not met, and possible explanations for this are suggested. (Author/AM)

ED198367 CE028085
Model Building in Training. Collaboration in Adult Learning.
American Univ., Washington, D.C. Adult Learning Potential Inst.
Sep 1980 112p.; For related documents see CE 028 086-087.
Sponsoring Agency: Department of Education (DHHS), Washington, D.C. Teacher Corps.
Contract No.: 300-77-0524
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); REVIEW LITERATURE (070); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEJUL81

This is the first of three reports geared to educator training and which encompass alternative approaches to collaboration and expert input, as well as a range of diverse topics related to adult learning. This particular document is a colleciton of papers presenting alternative models for collaboration that relate to various aspects of adult learning and training. Model 1 is based on a meeting of experts in higher education who were brought together to identify critical gaps in our knowledge and understanding of adult learning that need to be addressed by educator trainers. The training connection between the business sector and institutions of higher education is addressed in Model 2, by discussing the need for clarifying the interpretations of training as a discipline and a profession, and presenting a cooperative training model that attempts to capitalize on the interests and expertise of both business and higher education. In Model 3, the mission of schools of education is expanded to encompass the world beyond schooling by presenting an organizational model that brings together various academic units to address the training needs of workers. Using a medium-sized, private institution of higher education as a prototype, Model 4 reveals the extent of university faculty and administrator involvement and interest in adult learning-related endeavors and subsequent collaboration with colleages. Finally, Model 5 presents another means of collaboration among experts involving the development of a position paper by each participating professional that addresses a common topic. (KC)

ED198368 CE028086
Model Building in Training. Symposium on Adult Learning Potential: An Agenda for the Future.
American Univ., Washington, D.C. Adult Learning Potential Inst.
Sep 1980 63p.; For related documents see CE 028 085-087.
Sponsoring Agency: Department of Education (DHHS), Washington, D.C. Teacher Corps.
Contract No.: 300-77-0524
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: CONFERENCE PROCEEDINGS (021); NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEJUL81

This is the second of a series of three reports geared to educator training and which encompass alternative approaches to collaboration and expert input, as well as a range of diverse topics related to adult learning. This particular document describes a symposium conducted by the Adult Learning Potential Institute in June, 1980. For the symposium, a diverse group of nine selected participants were asked to respond to a number of critical questions concerning adult learning and training in the future. After an orientation by Winifred Warnat, in which she invites participants to be creative and daring, the first part of the report contains selected comments from group discussions. The second part of the report contains short papers given by the nine participants on the following issues: learning versus information processing; meeting the stressful future; leisure and adult learning; the necessity of changing old patterns to meet adult learning needs; technology, folk heroes, and adult learning; dependency and authority as blocks to adult learning; the future of the education business; adult learning potential; and new models of learning. A short selection of random comments made during the symposium and a list of participants conclude the report. (KC)

ED198369 CE028087
Model Building in Training. Toward the Twenty-First Century: Critical Issues in Adult Learning.
American Univ., Washington, D.C. Adult Learning Potential Inst.
Sep 1980 117p.; For related documents see CE 028 085-086.
Sponsoring Agency: Department of Education (DHHS), Washington, D.C. Teacher Corps.
Contract No.: 300-77-0524
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEJUL81

This is the third of a series of three reports geared to educator training and which encompass alternative approaches to collaboration and expert input, as well as a range of diverse topics related to adult learning. This particular document begins with a forecast of what might occur over the next twenty years in adult learning. The remaining five sections present critical issues that have implications for adult learning and training in the future. The first section focuses on the critical issue of unemployment, in which the "humanness factor" is presented as a major void in resolving the dilemmas faced by unemployed workers; next it provides a model that begins to address the dilemmas through the humanness factor. The next section acknowledges aging as a critical issue that needs to be addressed through training practices, demonstrating a method by using the family as a model of training. Leisure is the critical issue focused upon in the third section, which discusses the importance of educators needing to understand the profound impact that increased leisure will have on society in the future; four training models are presented. The fourth critical issue identified is women, with special emphasis placed on the potential and emerging power of middle-aged women in molding our culture; this discussion is followed by a comprehensive training agenda. Finally, a leadership training model is set forth for addressing the fifth critical issue, community education.

ED095143 SP008321
Modular Sequence: English as a Second Language, Methods and Techniques. TTP 001.15 Testing. Teacher Corps Bilingual Project.
Hernandez, Alberto; Melnick, Susan L.
Hartford Univ., West Hartford, Conn. Coll. of Education.
13p.; For related documents, see SP 008 306-320
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEDEC74

This unit of work is designed to provide the participant with an overview of the purposes, methods, and techniques for testing English as a Second Language (ESL) and practical classroom applications. Given the series of learning alternatives on testing that are presented in this module, the participant should be able to: (a) demonstrate knowledge of basic testing principles and concerns and (b) apply knowledge of principles to test evaluation and construction. Exercises are provided to serve as both pre- and post-assessments of the participant's mastery of the terminal objectives of the module. Learning alternatives are presented in outline form. The alternatives include various readings and the evaluation of 29 specific tests in terms of the needs of a particular group of second-language learners. (JA)

ED095142 SP008320
Modular Sequence: English as a Second Language, Methods and Techniques. TTP 001.14 Teaching ESL in Context. Teacher Corps Bilingual Project.
Hernandez, Alberto; Melnick, Susan L.
Hartford Univ., West Hartford, Conn. Coll. of Education.
9p.; For related documents, see SP 008 306-319 and 321
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEDEC74

Given the series of activities included in this module on the importance of cultural context in the teaching of second languages, the participant should be able to: (a) prepare a culturally relevant grammatical exercise for a specific group of Puerto Rican Spanish-speakers, (b) list several possible activities for using the learner's cultural background in the English as a Second Language (ESL) classroom, and (c) evaluates the relevance of the cultural context in existing materials available for Spanish/English bilingual programs. The module includes short-essay pre- and post-assessment of the participant and learning alternatives, which are presented in outline form. Specific readings are assigned for each activity. A bibliography ends the module. (JA)

ED095141 SP008319
Modular Sequence: English as a Second Language, Methods and Techniques. TTP 001.13 Evaluating and Adapting Materials. Teacher Corps Bilingual Project.
Hernandez, Alberto; Melnick, Susan L.
Hartford Univ., West Hartford, Conn. Coll. of Education.
11p.; For related documents, see SP 008 306-318, 320, and 321
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEDEC74

The purpose of this unit of work is to provide the teacher participant with some useful guidelines for evaluating and adapting written materials for specific English as a second language (ESL) classes. There is pre- and post-assessment of specific learning tasks relevant to evaluating and adapting materials as well as learning activities, which are presented in outline form. Given this series of activities on evaluating and adapting written materials for ESL, the participant should be able to evaluate any portion of written material in terms of: (a) specific guidelines for relevance, (b) specific guidelines for content, and (c) specific guidelines for the achievement of teaching aims. Specific reading assignments are noted for various activities. (JA)

ED095140 SP008318
Modular Sequence: English as a Second Language, Methods and Techniques. TTP 001.12 Major Methods and Techniques. Teacher Corps Bilingual Project.
Hernandez, Alberto; Melnick, Susan L.
Hartford Univ., West Hartford, Conn. Coll. of Education.
10p.; For related documents, see SP 008 306-317 and 319-321
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEDEC74

This learning module is designed to provide the prospective teacher of English as a second language with an overview of the major methods and techniques used in ESL in the past and those in current use. The objectives of the module are to enable the student to: (a) define "method"; (b) compare and contrast the various features of the grammar-translation, direct, series, audio-lingual, and programmed instruction methods; and (c) analyze written material in terms of the author's reliance on a particular method. The selection of enabling activities includes readings, discussions, exercises in the analysis of materials, and the designing of lessons. Pre- and post-assessment instruments are included in the module. (HMD)

ED095139 SP008317
Modular Sequence: English as a Second Language, Methods and Techniques. TTP 001.11 Writing. Teacher Corps Bilingual Project.
Hernandez, Alberto; Melnick, Susan L.
Hartford Univ., West Hartford, Conn. Coll. of Education.
14p.; For related documents, see SP 008 306-316 and 318-321
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEDEC74

This learning module is designed to provide the prospective teacher of English as a second language with suggestions for practical applications of sound linguistic theory for teaching writing to second-language learners. After completing the module, the student is expected to be able to: (a) define the role of writing in foreign and second-language learning, (b) identify the specific stages of development in teaching writing to second-language learners, (c) prepare an activity for a specific grade and proficiency level based on the views of one author in the learning activities section of the module, and (d) evaluate an English as a second language (ESL) composition textbook through the application of specific criteria. A basic overview of writing in relation to teaching English as a second language is presented, after which the student is given a choice of several enabling activities, including reading, library research, seminar attendance, and the conducting of interviews. Pre- and post-assessment instruments are included. (HMD)

ED095138 SP008316
Modular Sequence: English as a Second Language, Methods and Techniques. TTP 001.10 Reading. Teacher Corps Bilingual Project.
Melnick, Susan L.
Hartford Univ., West Hartford, Conn. Coll. of Education.
12p.; For related documents, see SP 008 306-315 and 317-321
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEDEC74

This module provides a theoretical overview of the process and skills of second-language reading and practical classroom applications. The learning activities are designed to aid the participant in achieving the following objectives: (a) distinguish the characteristics of three categories of the second-language readers; (b) explain the stages of development in reading; (c) design a teaching activity to combat native-language interference; (d) design a teaching activity for a specific group of Puerto Rican Spanish-speakers based on the premise of language experience, linguistics, programmed instruction, words in color, individualized reading, or Initial Teaching Alphabet (ITA); and (e) design a teaching activity for advanced-level reading. Four learning alternatives are outlined, and provisions for pre- and post-assessment of student mastery of terminal course objectives are included. (PD)

ED095137 SP008315
Modular Sequence: English as a Second Language, Methods and Techniques. TTP 001.09 Oral Language Development. Teacher Corps Bilingual Project.
Hernandez, Alberto; Melnick, Susan L.
Hartford Univ., West Hartford, Conn. Coll. of Education.
10p.; For related documents, see SP 008 306-314 and 316-321
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEDEC74

This module provides a theoretical framework and practical suggestions for developing oral second-language skills. Learning activities are designed to achieve the following objectives: (a) develop and evaluate oral drills, (b) identify characteristics of good pattern drills, (c) discriminate between "meaningless" and "meaningful" drills, and (d) prepare a teaching activity for developing oral language. Learning alternatives are outlined, and provisions for pre- and post-assessment of mastery of the terminal objectives are included. (PD)

ED095136 SP008314
Modular Sequence: English as a Second Language, Methods and Techniques. TTP 001.08 Listening Comprehension. Teacher Corps Bilingual Project.
Hernandez, Alberto; Melnick, Susan L.
Hartford Univ., West Hartford, Conn. Coll. of Education.
16p.; For related documents, see SP 008 306-321
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEDEC74

This module provides theoretical aspects of listening comprehension and practical teaching suggestions. Learning activities are designed to achieve the following objectives: (a) explain briefly a theory of the speech process; (b) define redundancy, semantic encoding, phonic patterning, and phonological decoding; (c) enumerate and explain the stages of development of listening comprehension; and (d) design a teaching activity for improving listening comprehension skills of Puerto Rican Spanish-speakers. A theoretical overview of listening comprehension that describes the process of speech is presented. Learning activities are outlined, and provisions for pre- and post-assessment of mastery of terminal objectives are included. (PD)

ED095135 SP008313
Modular Sequence: English as a Second Language, Methods and Techniques. TTP 001.07 Puerto Rican Spanish. Teacher Corps Bilingual Project.
Hernandez, Alberto
Hartford Univ., West Hartford, Conn. Coll. of Education.
30p.; For related documents, see SP 008 306-312 and 314-321
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEDEC74

The purpose of this learning module is to clarify some major points of controversy regarding Puerto Rican Spanish. It is part of a series of modules developed by the Teacher Corps Bilingual Project to aid the prospective teacher of English as a second language. The objectives of this module are to enable the student to: (a) determine the linguistic validity of the Puerto Rican Spanish dialect and (b) to list and explain the outstanding characteristics of Puerto Rican Spanish that make it different from other forms of Spanish. The module includes an essay on Puerto Rican language and culture and the ways in which it differs from other languages and cultures. Required and optional enabling activities include field research seminar attendance, study exercises, and readings. Pre- and post-assessment instruments are included in the module. (HMD)

ED095134 SP008312
Modular Sequence: English as a Second Language, Methods and Techniques. TTP 001.08 Morphology: Teaching English Structures to Spanish Speakers. Teacher Corps Bilingual Project.
Hernandez, Alberto; Melnick, Susan L.
Hartford Univ., West Hartford, Conn. Coll. of Education.
72p.; For related documents, see SP 008 306-311 and 313-321
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEDEC74

This learning module is designed to provide the prospective teacher of English as second language with a contrastive overview of the syntactic structures of Spanish and English and to enable him to: (a) state the English language patterns that are difficult for a Puerto Rican Spanish-speaker, (b) explain the specific causes for indications of native language interference; (c) design teaching activities based on specific linguistic contrasts, and (d) evaluate self-prepared activities in terms of an effective strategy. Required and optional enabling activities consist of readings, exercises, video tape viewing, and seminar attendance. Pre- and post-assessment instruments are included in the module. (HMD)

ED095132 SP008310
Modular Sequence: English as a Second Language, Methods and Techniques. TTP 001.04 Psychology and Second-Language Teaching: Determining Factors of Success. Teachers Corps Bilingual Project.
Hernandez, Alberto; Melnick, Susan L.
Hartford Univ., West Hartford, Conn. Coll. of Education.
10p.; For related documents, see SP 008 306-309 and 311-321
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEDEC74

This learning module is designed to provide the prospective second-language teacher with an overview of the social and psychological factors affecting second-language learning and practical classroom application of this knowledge. The specific objectives of the module are to: (a) enable the student to explain the roles of attitude, age, aptitude, and teaching method, in the success of second-language acquisition; (b) define bilingual balance, linguistic dominance, and compound bilingualism; (c) explain second-language learning motivation of the Puerto Rican on the mainland in terms of cultural pluralism, integrative orientation, and instrumental orientation; and (d) design a teaching activity based on the major points considered in the module. Optional and required enabling activities are listed and pre- and post-assessment instruments are included. (HMD)

ED095131 SP008309
Modular Sequence: English as a Second Language, Methods and Techniques. TTP 001.03 Psychology and Second-Language Teaching: Behaviorist & Cognitive Approaches. Teacher Corps Bilingual Project.
Hernandez, Alberto; Melnick, Susan L.
Hartford Univ., West Hartford, Conn. Coll. of Education.
11p.; For related documents, see SP 008 306-308 and 310-321
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEDEC74

This learning module is designed to provide the student with an introduction to the relevance of psychology for second-language teaching and its practical classroom applications and to enable him to: (a) define concisely cognitive and behaviorist theories, (b) identify the effects of the cognitive and behaviorist theories in a series of educational materials, and (c) list possible uses of these theories by the second-language teacher. The module includes both required and optional learning activities and pre- and post-assessment instruments. (HMD)

ED095130 SP008308
Modular Sequence: English as a Second Language, Methods and Techniques. TTP 001.02 Linguistics and Second-Language Teaching. Teacher Corps Bilingual Project.
Hernandez, Alberto; Melnick, Susan L.
Hartford Univ., West Hartford, Conn. Coll. of Education.
19p.; For related documents, see SP 008 306, 307, and 309-321
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEDEC74

This learning module is designed to provide the student with an overview of the main areas and manner in which linguistics has influenced second-language teaching and to enable him to: (a) identify the characteristics of language; (b) identify the characteristics of linguistic analysis; (c) define the role of transformational-generative grammar, structural grammar, and contrastive linguistics in second-language teaching; (d) define grammar; and (e) identify the linguistic principles upon which specific materials in ESL (English as a Second Language) are based. Enabling activities include a variety of readings and complementary activities as well as several exercises. Pre- and post-measurement instruments are included. (HMD)

ED095129 SP008307
Modular Sequence: English as a Second Language, Methods and Techniques. TTP 001.01 TESOL Overview. Teacher Corps Bilingual Project.
Hernandez, Alberto; Melnick, Susan L.
Hartford Univ., West Hartford, Conn. Coll. of Education.
12p.; For related documents, see SP 008 306 and 308-321
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEDEC74

This learning module is designed to provide the student with insights into the nature and goals of TESOL (Teaching English to Speakers of Other Languages) and the means to achieve these goals by enabling him to: (a) explain accurately the rationale for each component of TESOL, (b) justify the teaching of English as a second language through a linguistic orientation which takes into account the native language or dialect background of the learner, and (c) assess his own needs for acquiring new competencies in terms of recommended guidelines for teachers of English as a second language. Several required and optional activities are listed to assist the student in attaining the module objective. Both pre- and post-assessment instruments are included. Remediation activities are not included but are to be negotiated with the course instructor or module coordinator. (HMD)

ED095128 SP008306
Modular Sequence: English as a Second Language, Methods and Techniques. Instructor's Guide. Teacher Corps Bilingual Project.
Hernandez, Alberto; Melnick, Susan L.
Hartford Univ., West Hartford, Conn. Coll. of Education.
27p.; For related documents, see SP 008 307-321
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEDEC74

This instructor's guide for a modular sequence in English as a second language is itself in modular format. It presents the rationale for, and the objectives and organization of, the sequence modules as well as management guidelines for the instructor, including checklist forms for each module in sequence. The objective of the entire sequence is to provide teachers with a theoretical background and with practical training in the methodology of teaching English as a second language, which can be adapted to meet the needs, interests, and capabilities of the linguistically different student. (HMD)

ED095133 SP008311
Modular Sequence: English as a Second-Language, Methods and Techniques. TTP 001.05 Teaching English Sounds to Spanish Speakers. Teacher Corps Bilingual Project.
Hernandez, Alberto; Melnick, Susan L.
Hartford Univ., West Hartford, Conn. Coll. of Education.
19p.; For related documents, see SP 008 306-310 and 312-321
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEDEC74

This learning module is designed to provide the prospective teacher of English as a second-language with an overview of the contrasting features of the English and Spanish sound systems and practical classroom applications. After completing the learning activities in the module, the student is expected to be able to: (a) explain the main differences in pronunciation between English and Spanish vowels; (b) point out features of vowels, consonants, and consonant clusters that may cause linguistic interference for a Puerto Rican Spanish-speaker learning English; (c) outline an effective strategy for teaching English sounds to Puerto Rican Spanish-speakers; and (d) prepare a corrective exercise for one aspect of each of the components based on a contrast of the sound systems of English and Spanish. Optional and required enabling activities and pre- and post-assessment instruments are included in the module. (HMD)

ED103381 SP008987
Modular Sequence: Puerto Rican Pupils in Mainland Schools. TTP 003.05. The Puerto Rican Family. Teacher Corps Bilingual Project.
Hartford Univ., West Hartford, Conn. Coll. of Education.
59p.; For related documents, see ED 095 128-143 and SP 008 975-986
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEJUL75

This module provides the participant with an overview of the structure of the Puerto Rican family and the forces which have affected it. It is believed that the learning alternatives in this module will provide the reader with greater insight into the family lives of Puerto Rican children. Upon completion of this module, the participant will be able to (a) describe the traditional structure of the Puerto Rican family and the roles of its members, (b) explain the effect of the Americanization of Puerto Rico on the Puerto Rican family, and (c) discuss the effect of mainland migration on the structure of migrating families. The participant completes a preassessment test, chooses tasks from a list of alternatives, reads the attached narrative, and concludes the module with a postassessment test. (A bibliography is included.) (PB)

ED103380 SP008986
Modular Sequence: Puerto Rican Pupils in Mainland Schools. Instructor's Guide. Teacher Corps Bilingual Project.
Hartford Univ., West Hartford, Conn. Coll. of Education.
12p.; For related documents, see ED 095 128-143 and SP 008 975-987
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEJUL75

The purpose of this modular sequence is to provide teachers with a comprehensive awareness and concrete applications of Puerto Rican culture with respect to public school classrooms. It focuses on the teacher's individual needs and specified competencies to be attained. The sequence is divided into 12 modules (see SP 008 975-987), each of which include a preassessment test, a postassessment test, and learning tasks. Competency is assessed through successful completion of the learning activities and postassessments of each module. (This document is a description of the entire modular sequence and contains a bibliography.) (PB)

ED103379 SP008985
Modular Sequence: Puerto Rican Pupils in Mainland Schools. TTP 003.12. The Puerto Rican and the Arts. Teacher Corps Bilingual Project.
Hartford Univ., West Hartford, Conn. Coll. of Education.
29p.; For related documents, see ED 095 128-143 and SP 008 975-987
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEJUL75

This module provides readers a broad view of the development of music and the plastic arts in Puerto Rico. At the same time, the module includes the names of Puerto Ricans who have found distinction in these fields of endeavor. A preassessment test, learning alternatives, postassessment test, and various narratives concerned with the theme of the module are included. (MJM)

ED103378 SP008984
Modular Sequence: Puerto Rican Pupils in Mainland Schools. TTP 003.11. Puerto Ricans and Their Mores. Teacher Corps Bilingual Project.
Hartford Univ., West Hartford, Conn. Coll. of Education.
29p.; For related documents, see ED 095 128-143 and SP 008 975-987
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEJUL75

This module provides readers who are not familiar with Puerto Ricans with information regarding certain Puerto Rican mores which seem outstanding to people of Anglo-Saxon background. Pre- and postassessment tests, a bibliography, learning alternative strategies, and a narrative concerning Puerto Ricans and their mores are presented. (MJM)

ED103377 SP008983
Modular Sequence: Puerto Rican Pupils in Mainland Schools. TTP 003.10. Prominent Puerto Ricans. Teacher Corps Bilingual Project.
Hartford Univ., West Hartford, Conn. Coll. of Education.
51p.; For related documents, see ED 095 128-143 and SP 008 975-987
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEJUL75

This module contains representative examples of native Puerto Rican men and women who have gained distinction in Puerto Rico. Following a pre- and postassessment test and list of learning alternatives are narratives presenting a brief biography of 27 Puerto Ricans. (MJM)

ED103376 SP008982
Modular Sequence: Puerto Rican Pupils in Mainland Schools. TTP 003.09. Puerto Rican English. Teacher Corps Bilingual Project.
Hartford Univ., West Hartford, Conn. Coll. of Education.
21p.; For related documents, see ED 095 128-143 and SP 008 975-987
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEJUL75

The dialect of English as spoken by native Puerto Rican Spanish speakers is estensively influenced by interference from the speakers' native language. Since exposure to a language affects one's ability to use it, the speaker's position might affect his access to English and/or his willingness to speak it, and, therefore, his proficiency in it. It is important for a teacher to be aware of the conflicting linguistic features of Spanish and English which cause difficulty for a Puerto Rican child learning standard English as his second language. (This module provides an overview of interference in morphological, syntactic, and lexical areas. A pretest and posttest are included, along with a list of learning strategies and a four-item bibliography.) (Author/MJM)

ED103375 SP008981
Modular Sequence: Puerto Rican Pupils in Mainland Schools. TTP 003.08. Puerto Rican Spanish. Teacher Corps Bilingual Project.
Hartford Univ., West Hartford, Conn. Coll. of Education.
30p.; For related documents, see ED 095 128-143 and SP 008 975-987
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEJUL75

Of the multitude of dialects which exemplify the Spanish language, Puerto Rican Spanish has suffered the most severe rejection by language purists and pseudolinguists. The need to take a clear and open look at Spanish spoken in Puerto Rico is preeminant. It is the purpose of this module to clarify some major points of controversy regarding Puerto Rican Spanish by presenting an extensive discussion concerning the background and intent of the language. A preassessment and a postassessment test are included. (Author/MJM)

ED103374 SP008980
Modular Sequence: Puerto Rican Pupils in Mainland Schools. TTP 003.07. The Educational System in Puerto Rico. Teacher Corps Bilingual Project.
Hartford Univ., West Hartford, Conn. Coll. of Education.
28p.; For related documents, see ED 095 128-143 and SP 008 975-987
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEJUL75

This module provides readers with a comprehensive view of the historical development of education in Puerto Rico, including the present. Upon completion of this module, participants will be able to (a) describe significant historical developments of the educational system in Puerto Rico, (b) compare/contrast philosophical and structural differences between island and mainland schools, and (c) analyze the relationship of Puerto Rico's collective "identity crisis" to the teaching of English on the island. The student completes a preassessment test, chooses tasks from a list of alternatives, and concludes the module with a postassessment test. (A five-item bibliography is included.) (PB)

ED103373 SP008979
Modular Sequence: Puerto Rican Pupils in Mainland Schools. TTP 003.06. Prejudice and the Puerto Rican. Teacher Corps Bilingual Project.
Hartford Univ., West Hartford, Conn. Coll. of Education.
9p.; For related documents, see ED 095 128-143 and SP 008 975-987
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEJUL75

This module presents an overview of the kinds of problems Puerto Ricans encounter because of prejudice. Upon completion of this module, participants will be able to (a) list and describe physical characteristics of Puerto Ricans which can make them subject to prejudice and (b) identify results of prejudice in terms of housing, jobs, education, ambitions and goals, Puerto Rican attitudes toward Anglos and blacks, and Puerto Rican values. Students complete a preassessment test, choose tasks from a list of alternatives, and conclude the module with a postassessment test. (An eight-item bibliography is included.) (PB)

ED103372 SP008978

Modular Sequence: Puerto Rican Pupils in Mainland Schools. TTP 003.04. The Puerto Rican in Hartford. Teacher Corps Bilingual Project.

Hartford Univ., West Hartford, Conn. Coll. of Education.

9p.; For related documents, see ED 095 128-143 and SP 008 975-987

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEJUL75

This module provides an overview of the life of the Puerto Rican in Hartford, Connecticut, focusing on the issue of employment in order to provide participants with a better understanding of Puerto Rican workers' occupational and economic reality. Upon completion of the module, participants will be able to describe (a) living conditions of Puerto Rican workers in relationship to housing, education, welfare, health, leadership, language, and recreation; (b) Puerto Rican workers' view of their employer; (c) employer's view of Puerto Rican workers; and (d) social services available to Puerto Ricans and their relationship to employment. The student completes a preassessment test, chooses tasks from a list of alternatives, and concludes the module with a postassessment test. (PB)

ED103371 SP008977

Modular Sequence: Puerto Rican Pupils in Mainland Schools. TTP 003.03. Living Conditions in the U.S.: New York. Teacher Corps Bilingual Project.

Hartford Univ., West Hartford, Conn. Coll. of Education.

10p.; For related documents, see ED 095 128-143 and SP 008 975-987

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEJUL75

This module provides the participant with an overview of living conditions of the Puerto Rican in New York, so that as a teacher he may better understand the conflicts and emerging values of both parents and children on the mainland. Upon completion of this module, the participant will be able to list and describe the advantages and disadvantages of living conditions in New York as contrasted with life on the island. The student completes a preassessment test, chooses tasks from a list of alternatives, and concludes the module with a postassessment test. (A 17-item bibliography is included.) (PB)

ED103370 95 SP008976

Modular Sequence: Puerto Rican Pupils in Mainland Schools. TTP 003.02. Migration Patterns of the Puerto Rican. Teacher Corps Bilingual Project.

Hartford Univ., West Hartford, Conn. Coll. of Education.

27p.; For related documents, see ED 095 128-143 and SP 008 975-987

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEJUL75

This module presents an overview of the background of Puerto Rican migration to the U.S. and an explanation of the migrant's current situation. Upon completion of this module the participant will be able to (a) describe the cultural roots of the migrants, (b) list reasons for the migration after 1898, (c) characterize the migration since 1950, and (d) explain how Puerto Rican migration differs from that of other migrant groups. The student completes a preassessment test, reads the attached narrative entitled "The Puerto Rican Migration," chooses tasks from a list of alternatives, and concludes the module with a postassessment test. (A 23-item bibliography is included.) (PB)

ED103369 95 SP008975

Modular Sequence: Puerto Rican Pupils in Mainland Schools. TTP 003.01. The Puerto Rican in Puerto Rico. Teacher Corps Bilingual Project.

Hartford Univ., West Hartford, Conn. Coll. of Education.

10p.; For related documents, see ED 095 128-143 and SP 008 976-987

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEJUL75

This module provides the participant with an overview of life and living conditions in Puerto Rico so that as a teacher he may better understand the lives of Puerto Rican children in mainland schools. Upon completion of this module, the participant will be able to (a) list major cultural forces in the lives of Puerto Ricans on the island and (b) describe both urban and rural lifestyles on the island. The student completes a preassessment test, chooses tasks from a list of alternatives, and concludes the module with a postassessment test. (A 22-item bibliography is included.) (PB)

ED106254 SP009163

Modular Sequence: Teaching Reading to Bilingual Learners. TTP 002.16; Reading for English as a Second Language. Teacher Corps Bilingual Project.

Melnick, Susan L.

Hartford Univ., West Hartford, Conn. Coll. of Education.

13p.; For related documents, see ED 095 128-143, SP 008 975-987, SP 009 146-162; Text printed on yellow paper and may not reproduce sharply

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIESEP75

This training module provides participants with a theoretical overview of both process and skills of second-language reading, as well as practical classroom applications. Upon completion of the module, participants should be able to (a) differentiate between three categories of second-language readers, (b) explain developmental reading stages, (c) design a teaching activity to combat native-language interference, (d) design a teaching activity for a specific group of Puerto Rican Spanish-speakers based on one or more of six specific approaches to reading instruction, and (e) design a teaching activity for advanced-level reading. Participants complete a preassessment test, choose tasks from a list of alternatives, and conclude the module with a postassessment test. (PB)

ED106253 SP009162

Modular Sequence: Teaching Reading to Bilingual Learners. TTP 002.15B; An Annotated Bibliography of Reading Materials for Spanish-Speaking Students. Teacher Corps Bilingual Project.

Rodriguez, Norma, Comp.

Hartford Univ., West Hartford, Conn. Coll. of Education.

110p.; For related documents, see ED 095 128-143, SP 008 975-987, SP 009 146-161 and 163; Text printed on yellow paper and may not reproduce sharply

EDRS Price - MF01/PC05 Plus Postage.

Language: ENGLISH

Document Type: BIBLIOGRAPHY (131)

Journal Announcement: RIESEP75

The majority of the material cited in this annotated bibliography is in Spanish although bilingual and English materials are also included. Each annotation is presented both in English and in Spanish. The bibliography is part of a modular sequence for teaching reading to bilingual learners. The bibliography covers the following areas: (a) general texts and children's books, (b) books for teachers: language arts, (c) social studies, (d) science books, (e) art books, (f) music books, (g) filmstrips, and (h) other audio-visual material. (PB)

ED106252 SP009161

Modular Sequence: Teaching Reading to Bilingual Learners. TTP 002.15A; Materials for Teaching Reading in Spanish. Teacher Corps Bilingual Project.

Rodriguez, Norma

Hartford Univ., West Hartford, Conn. Coll. of Education.

13p.; For related documents, see ED 095 128-143, SP 008 975-987, SP 009 146-160, 162 and 163; Text printed on yellow paper and may not reproduce sharply

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIESEP75

This module provides evaluation guidelines for choosing reading materials, and practical training in designing materials for teaching reading in Spanish. Upon completion of the module, participants should be able to (a) list 10 criteria that are used to evaluate books and materials in the teaching of reading in Spanish, and be able to use them in evaluating books and materials; (b) identify five reading materials appropriate to the grade level participants are teaching or plan to teach; (c) develop at least one reading material and one device to teach reading; and (d) select one reading series or material to be used with the first part of this module cluster. Participants complete a preassessment test, choose tasks from a list of instructional activities, and conclude the module with a postassessment test. (An appendix entitled "Preparacion de Cartelones" is included.) (PB)

ED106251 SP009160

Modular Sequence: Teaching Reading to Bilingual Learners. TTP 002.14; Methods for Teaching Reading in Spanish. Teacher Corps Bilingual Project.

Rodriguez, Norma

Hartford Univ., West Hartford, Conn. Coll. of Education.

35p.; For related documents, see ED 095 128-143, SP008 975-987, SP 009 146-159 and 161-163; Text printed on yellow paper and may not reproduce sharply

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIESEP75

This teaching module is the first in a cluster which will familiarize participants with the most common methods and materials used in teaching reading in Spanish. Upon completion of this module, participants should be able to (a) describe at least two methods of teaching reading in Spanish, (b) apply the corresponding techniques of each of the above to a teaching-learning situation, (c) identify the advantages and disadvantages of two other methods that may be used in teaching reading in Spanish, and (d) teach a reading lesson. Participants complete a preassessment test, choose tasks from a list of instructional activities, and conclude the module with a postassessment test. Appendixes include an outline for a daily lesson plan, and articles entitled "The Teaching of Reading in Spanish," and "On the Teaching of Reading in Spanish for the Follow-Through Program." (PB)

ED106250 SP009159

Modular Sequence: Teaching Reading to Bilingual Learners. TTP 002.13; Teaching Reading Affectively/Effectively in a Bilingual Program. Teacher Corps Bilingual Project.

Colombani, Serafina

Hartford Univ., West Hartford, Conn. Coll. of Education.

13p.; For related documents, see ED 095 128-143, SP 008 975-987, SP 009 146-158 and 160-163; Text printed on yellow paper and may not reproduce sharply

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIESEP75

The introduction to this teaching module states that mounting research evidence supports the linguistic and academic benefits of early instruction through the vernacular, based on the premise that non-English speaking students who learn to read in the vernacular (and accelerate their conceptual development in their mother tongue as they learn English) will not become academically retarded; they will in fact learn English more efficiently and their feeling of "belonging" to the majority culture might be established. The purpose of this module is to enable participants to do the following: (a) identify their feelings about nonstandard dialects and discuss how teacher attitudes affect teaching in the vernacular; (b) define an English as a Second Language (ESL) approach, a transitional bilingual approach, and a balanced bilingual/bicultural approach; and (c) write a vernacular reading lesson including an affective, a cognitive, and a psychomotor objective. Participants complete a preassessment test, choose tasks from a list of instructional alternatives, and conclude the module with a postassessment test. (PB)

ED106249 SP009158

Modular Sequence: Teaching Reading to Bilingual Learners. TTP 002.12; Developing a Child-Centered Curriculum. Teacher Corps Bilingual Project.

Cillizza, Joseph; Devine, John M.

Hartford Univ., West Hartford, Conn. Coll. of Education.

10p.; For related documents see, ED 095 128-143, SP 008 975-987, SP 009 146-157 and 159-163; Text printed on yellow paper and may not reproduce sharply

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIESEP75

This teaching module is designed to present guidelines for developing a child-centered reading program. Participants are shown how to utilize the information developed in previous modules in this sequence in order to structure a comprehensive, yet free and open, reading program. Emphasis is placed on the child as decision maker and the teacher as structurer of alternatives. Upon completion of the module, participants should be able to develop an acceptable outline for a hypothetical reading program which involves synthesizing previously developed module information. Participants complete a preassessment test, choose tasks from a list of alternatives, and conclude the module with a postassessment test. (PB)

ED106248 SP009157

Modular Sequence: Teaching Reading to Bilingual Learners. TTP 002.11; The Informal Reading Inventory. Teacher Corps Bilingual Project.

Cillizza, Joseph; Devine, John M.

Hartford Univ., West Hartford, Conn. Coll. of Education.

12p.; For related documents, see ED 095 128-143, SP 008 975-987, SP 009 146-156 and 158-163; Text printed on yellow paper and may not reproduce sharply

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIESEP75

The introduction of this teaching module states that successful construction and implementation of a reading curriculum which meets and satisfies the growth potential of individual students depends on the teacher's ability to assess individual needs. The Individual Reading Inventory (IRI) provides a diagnostic framework for integrating and synthesizing previous modules into cohesive reading programs. The purpose of this module is to enable participants to (a) define the four reading levels that the IRI measures; and (b) analyze the reading behavior of students based on the informational yield of an IRI, and determine at what level the students function. Participants complete a preassessment test, choose tasks from a list of alternatives, and conclude the module with a postassessment test. (PB)

ED106247 SP009156

Modular Sequence: Teaching Reading to Bilingual Learners. TTP 002.10; Developing Reading Study Skill in Grade K-6. Teacher Corps Bilingual Project.

Cillizza, Joseph; Devine, John M.

Hartford Univ., West Hartford, Conn. Coll. of Education.

11p.; For related documents, see ED 095 128-143, SP 008 975-987, SP 009 146-155 and 157-163; Text printed on yellow paper and may not reproduce sharply

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIESEP75

This teaching module concerns acquisition of reading-study (i.e., work-type reading) skills in grades K-6. Such skills include locating information, evaluating material, organizing and summarizing data, returning essentials of what is read, and flexibility (adjusting rate to purpose). Upon completion of this module, participants should be able to (a) successfully answer the questions which follow a selected article in order to demonstrate their application of study skills, and (b) successfully identify study skills necessary for completing the above activity. Participants complete a preassessment test, choose tasks from a list of alternatives, and conclude the module with a postassessment test. (PB)

ED106246 SP009155

Modular Sequence: Teaching Reading to Bilingual Learners. TTP 002.09; Survey and Examination of Methods and Materials for the Teaching of Reading in English. Teacher Corps Bilingual Project.

Cillizza, Joseph; Devine, John M.

Hartford Univ., West Hartford, Conn. Coll. of Education.

12p.; For related documents, see ED 095 128-143, SP 008 975-987, SP 009 146-154 and 156-163; Text printed on yellow paper and may not reproduce sharply

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIESEP75

The purpose of this teaching module is to examine materials and methods in the area of reading instruction. Upon completion of the module, participants should be able to (a) explain and give an example of a published program for seven approaches to beginning reading, (b) evaluate four published reading programs, and (c) state which approach they feel would be most successful with bilingual students and why. Participants complete a preassessment test, choose tasks from a list of alternatives, and conclude the module with a postassessment test. (PB)

ED106245 SP009154

Modular Sequence: Teaching Reading to Bilingual Learners. TTP 002.08; Developing Comprehension and Critical Thinking Skills (K-6). Teacher Corps Bilingual Project.

Cillizza, Joseph; Devine, John M.
Hartford Univ., West Hartford, Conn. Coll. of Education.
16p.; For related documents, see ED 095 128-143, SP 008 975-987, SP 009 146-153 and 155-163; Text printed on yellow paper and may not reproduce sharply
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIESEP75

The purpose of this teaching module is to enable participants to demonstrate and apply their knowledge of comprehension and critical thinking skills, using the Watson-Glaser Test of Critical Thinking Ability. Critical thinking is defined as an attitude of thoughtful consideration of the problems and subjects that come within one's experience, knowledge of the methods of logical inquiry and reasoning used to deal with such problems and subjects, and skill in applying such methods. Skill in making evaluative and critical decisions becomes especially important because of mass media influence on public opinion. Participants take the Watson-Glaser Test as a preassessment, choose activities from a list of alternatives, and retake the test as a postassessment. (PB)

ED106244 SP009153

Modular Sequence: Teaching Reading to Bilingual Learners. TTP 002.07; Developing and Extending an English Reading Vocabulary (K-6). Teacher Corps Bilingual Project.

Cillizza, Joseph; Devine, John M.
Hartford Univ., West Hartford, Conn. Coll. of Education.
11p.; For a related documents, see ED 095 128-143, SP 008 975-987, SP 009 146-152 and 154-163; Text printed on yellow paper and may not reproduce sharply
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIESEP75

This teaching module concerns vocabulary as it relates to reading comprehension. Development of an extensive and accurate reading vocabulary is deemed essential for good comprehension. While most children have little trouble with concepts and vocabulary necessary for beginning reading (unless they speak a language which is not of the dominant culture), they may have trouble with meaning, starting at about the third grade. Upon completion of the teaching module, participants should be able to develop at least five methods or formats for teaching a vocabulary list of 20 words. Participants complete a preassessment test, choose tasks from a list of alternatives, and conclude the module with a postassessment test. (PB)

ED106243 SP009152

Modular Sequence: Teaching Reading to Bilingual Learners. TTP 002.06; Introduction to Structural Analysis. Teacher Corps Bilingual Project.

Cillizza, Joseph; Devine, John M.
Hartford Univ., West Hartford, Conn. Coll. of Education.
15p.; For related documents, see ED 095 128-143, SP 008 975-987, SP 009 146-151, and 153-163; Text printed on yellow paper and may not reproduce sharply
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIESEP75

The intent of this teaching module is to present structural word analysis information to participants so they can be effective teachers of reading. The module attempts to prepare participants to develop and utilize teacher-prepared materials dealing with structural analysis. Upon completion of this module, participants should be able to (a) syllabicate a given list of words, (b) properly accent a given list of words, (c) identify the prefixes and suffixes in a given list of words, (d) state and apply a syllabic generalization, and (e) state and apply an accent generalization. Participants complete a preassessment test, choose tasks from a list of alternatives, and conclude the module with a postassessment test. (PB)

ED106242 SP009151

Modular Sequence: Teaching Reading to Bilingual Learners. TTP 002.05; Introduction to Phonics. Teacher Corps Bilingual Project.

Cillizza, Joseph; Devine, John M.
Hartford Univ., West Hartford, Conn. Coll. of Education.
30p.; For related documents, see ED 095 128-143, SP 008 975-987, SP 009 146-150 and 152-163; Text printed on yellow paper and may not reproduce sharply
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIESEP75

This teaching module presents a systematic development of phonic information and generalizations that are applicable to the decoding process. Upon completion of this module, participants should be able to (a) apply phonic information in decoding a list of words, and (b) identify specific phonic components. Participants complete a preassessment test, choose tasks from a list of learning activities, and conclude the module with a postassessment test. (PB)

ED106241 SP009150

Modular Sequence: Teaching Reading to Bilingual Learners. TTP 002.04; Reading Readiness. Teacher Corps Bilingual Project.

Cillizza, Joseph; Devine, John M.

Hartford Univ., West Hartford, Conn. Coll. of Education.

1974 13p.; For related documents see ED 095 128-143, SP 008 975-987, SP 009 146-149 and 151-163; Text printed on yellow paper and may not reproduce sharply

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIESEP75

This teaching module deals with reading readiness. Upon completion of the module, participants should be able to (a) assess readiness needs, (b) list the components of readiness, (c) devise a readiness program for individuals, and (d) determine special readiness needs of the dyslexic child. Participants complete a preassessment test and learning activities, and conclude the module with a postassessment test. (PB)

ED106240 SP009149

Modular Sequence: Teaching Reading to Bilingual Learners. TTP 002.03; What Is Reading? Teacher Corps Bilingual Project.

Cillizza, Joseph; Devine, John M.

Hartford Univ., West Hartford, Conn. Coll. of Education.

1974 12p.; For related documents, see ED 095 128-143, Sp 008 975-987, SP 009 146-148 and 150-163; Text printed on yellow paper and may not reproduce sharply

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIESEP75

Upon completion of this teaching module on reading, participants should be able to (a) define the process of reading, (b) define reading readiness, (c) describe the sight method of teaching, (d) list steps in the teaching of reading, (e) delineate one modification in an existing school reading program which can improve it, and (f) translate the module information into a viable form for teaching a child to read. Participants complete a preassessment test, choose tasks from a list of alternatives, and conclude the module with a postassessment test. (PB)

ED106239 SP009148

Modular Sequence: Teaching Reading to Bilingual Learners. TTP 002.02; Techniques for Determining Language Dominance. Teacher Corps Bilingual Project.

Zirkel, Perry A.

Hartford Univ., West Hartford, Conn. Coll. of Education.

1974 41p.; For related documents, see ED 095 128-143, SP 008 975-987, and SP 009 146, 147, 149-163; Text printed on yellow paper and may not reproduce sharply

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIESEP75

This teaching module offers participants the requisite skills and professional perspective to determine the language dominance of Spanish-language-origin students. Upon completion of this module, participants should be able to (a) identify and describe an example of at least three techniques for determining the language dominance of Spanish-language-origin students, (b) list at least one important disadvantage and one important advantage for each of the three techniques selected, and (c) appropriately administer and interpret the results for each of the selected techniques so as to effectively and efficiently determine the language dominance of Spanish-language-origin students in the primary grades. Participants complete a preassessment test, choose tasks from a list of learning activities, and conclude the module with a postassessment test. (An excerpt from "TESOL Quarterly" entitled "A Method for Determining and Depicting Language Dominance," an article entitled "The Why's and Ways of Testing Bilinguality before Teaching Bilingually," and a bibliography are included.) (PB)

ED106238 SP009147

Modular Sequence: Teaching Reading to Bilingual Learners. TIP 002.01; Reading for the Spanish-Speaking Child: An Overview. Teacher Corps Bilingual Project.

Moylan, Maria; And Others

Hartford Univ., West Hartford, Conn. Coll. of Education.

1974 48p.; For related documents, see ED 095 128-143, SP 008 975-987, SP 009 146 and 148-163; Text printed on yellow paper and may not reproduce sharply

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIESEP75

This teaching module is an overview which, together with the modular sequence that follows, is designed to enable participants to make an informed choice as to the appropriate approach for teaching reading to Spanish-speaking students. Upon completion of this module, participants should be able to (a) discuss current English reading programs for Spanish-speaking students, (b) identify components of the vernacular approach to teaching reading, (c) explain and evaluate the rationale and research for the vernacular approach to teaching reading, and (d) describe tentative outlines of the reading program which seems most feasible for Spanish-speaking students in the participant's own school situation. Participants also complete a preassessment test, choose tasks from a list of learning activities, and conclude the module with a postassessment test. (Readings entitled "An Overview of the Vernacular Approach to Teaching Reading to Spanish-Speaking Students," "Region I Literacy Lesson: A Bilingual Reading and Writing System for Speakers of Spanish as a First or Second Language," "Development of Pre-Reading Skills in a Second Language or Dialect," and "Bilingual Reading for Speakers of Spanish" are included.) (PB)

ED106237 SP009146

Modular Sequence: Teaching Reading to Spanish-Speaking Students. Instructor's Guide. Teacher Corps Bilingual Project.

Hartford Univ., West Hartford, Conn. Coll. of Education.

.1974 15p.; For related documents, see ED 095 128-143, SP 008 975-987 and SP 009 147-163; Text printed on yellow paper and may not reproduce sharply

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIESEP75

This instructor's guide states that the objective of this modular sequence is to provide teachers with an awareness of the methods and materials used for teaching reading to Spanish-speaking students. The guide explains that there are 17 modules in the sequence and that participants should be able to arrive at a practical understanding of major concepts concerning the teaching of reading through selected readings, options to develop their own instructional activities, practical clinical applications, audio-visual materials, interaction with resource people and peers, and consultation of cross-referenced materials. An extensive bibliography is included. (PB)

ED090181 95 SP007910

Module Cluster: CSC-011.00 (GSC) Public Service I.

Mason, Sandra L.

Glassboro State Coll., N.J.

1973 15p.; For related documents, see SP 007 907-909, 911-913, 915-918, 920, 921, and 933

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEAUG74

The purpose of this module cluster, designed for the Camden Teacher Corps project, is to increase the student's (intern's) understanding and skills with regard to his role in the community. Its objectives are to prepare the student to a) identify the characteristics of the community in which he will be working and b) to be involved in community service projects. There are eight modules in this cluster: Introduction to Community Services; The School System; Government, Politics and Law Enforcement; Provisions for Special Groups; Consumer Education; Housing; Health; and Drug Abuse. For each module, objective, prerequisite, preassessment, instructional activities, postassessment and remediation are specified. (JA)

ED090183 SP007912
Module Cluster: IFE - 001.00 (GSC) Basic Terminology and Analysis of Writings Concerned with Educational Issues.
Zahn, R. D.
Glassboro State Coll., N.J.
1973 13p.: See related documents SP007907-911, SP007913, SP007915-918, SP007920-921, and SP007933
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEAUG74

This document is one of the module clusters developed for the Camden Teacher Corps project. The purpose of this module cluster is to enable students to define and use basic terminology in the discussion and analysis of educational issues, to use various approaches in studying an issue, and to apply critical analysis skills to written and spoken data and points of view concerning educational issues. The following modules are grouped in this cluster: a) Definition of Terms, b) What is an Educational Issue? c) Examining an Issue, d) Critical Analysis of Educational Writings, e) Critical Analysis of Goal Statements, and f) Educational Policy. For each module, objectives, prerequisite, preassessment, instructional activities, postassessment, and remediation activities are stated. (JA)

ED090182 SP007911
Module Cluster: IFE - 002.00 (GSC) Educational Policy.
Zahn, R. D.
Glassboro State Coll., N.J.
1973 13p.; See realted documents SP007907-910, SP007912-913, SP007915-918, SP007920-921, and SP007933
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEAUG74

This document is one of several module clusters developed for the Camden Teacher Corps project. This module cluster is designed to enable students to have experience with and develop skills in writing educational policy, anticipating problems related to the implementation of the policy, and planning possible actions or strategies the teacher might use. The following modules are contained within this cluster: a) Writing Educational Policy, b) Policy Presentation Preparation, c) Policy Presentation, d) Defense of Policy, and e) School Board Policy Decision. For each module, objectives, prerequisites, preassessment, instructional activities, postassessment and remediation activities are stated. (JA)

ED090184 95 SP007913
Module Cluster: IFE-003.00 (GSC) Analysis of Selected Educational Issues.
Zahn, R. D.
Glassboro State Coll., N.J.
1973 13p.; For related documents, see SP 007 907-912, 915-918, 920, 921, and 933
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEAUG74

This module is one of several designed for the Camden Teacher Corps project. The general objectives of the module are a) to develop or increase the student's awareness of selected, abiding issues related to education facing New Jersey and the nation; b) to develop the student's thinking and analysis as they relate to the issues; and c) to provide both cognitive and emotional "relevance." The module cluster assumes that the student will, in the future, play an active role both as teacher and citizen. The modules in this cluster include Control and Financing of Education, Future Control and Financing of Education in New Jersey, Relevance in Education, Equalization of Educational Opportunity, and Accountability. For each module the objective, prerequisite, preassessment, instructional activities, postassessment and remediation are specified. (JA)

ED097296 95 SP008454
Module Cluster: Introduction to Behavioral Objectives. TTP 002.00 (GSC).
Brent, George; Zimmerman, Donald
Glassboro State Coll., N.J.
1972 6p.; For related documents, see ED 090 178-188, 190, 191, and 202 and SP 008 455 and 456
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEFEB75

This module cluster was prepared for the Seventh Cycle Teacher Corps Program at Glassboro State College. The purpose of the module cluster is to enable students to be able to identify and write behavioral objectives. There are no prerequisites for the cluster. The two modules which form the cluster are: (a) Identifying Behavioral Objectives and (b) Writing Behavioral Objectives. Each module contains: (a) the objective of the module, (b) prerequisites for the module, (c) pre- and post-assessment procedures, (d) instructional activities, and (e) remediation activities. (HMD)

ED090179 95 SP007908

Module Cluster: RTE-001.00 (GSC) Advanced Teaching of Reading.

Brown, Estelle

Glassboro State Coll., N.J.

1973 23p.; For related documents, see SP 007 907, 909-913, 915-918, 920, 921, and 933

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEAUG74

Several module clusters were developed at Glassboro State College as the result of involvement in the Camden Teacher Corps project. The clusters are the primary mode of instruction in this competency-based teacher education program. Many of these modules are based on a list of teacher competencies developed by members of the Elementary Education Department at Glassboro State. The list represents the core competencies and is intended to be representative of a behavioral approach to teaching. All of the modules specify competencies and describe a scenario for self-paced learning in a field-oriented setting. The purpose of the module cluster which comprises this document is to develop knowledge and teaching strengths in several reading instructional areas: reading readiness, beginning reading experiences, word recognition, comprehension, and general elementary reading instructional practices. For each of these instructional areas the student is required to define the reading skill area, analyze the reading skills which characterize the mastery of the reading instructional area, examine materials related to the area, observe an experienced teacher developing skill in a specified area, and teach skills which are part of each reading instructional area. (DDO)

ED090180 95 SP007909

Module Cluster: RTE-002.00 (GSC) Advanced Teaching of Reading Laboratory Manual.

Brown, Estelle

Glassboro State Coll., N.J.

1973 34p.; For related documents, see SP 007 907, 908, 910-913, 915-918, 920, 921, and 933

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEAUG74

The following modules are contained in this module cluster on the advanced teaching of reading developed for the Camden Teacher Corps project: a) Examining Readiness Materials, Observation of Readiness Programs and Practices, b) Teaching a Reading Readiness Lesson, c) Examining Materials for Beginning Reading Instruction, d) Observation of Beginning Reading Instruction, e) Teaching a Beginning Reading Lesson, f) Examining Materials for Developing Word Recognition Skills, g) Observation of Word Recognition Instruction, h) Teaching Word Recognition Skills, i) Examining Comprehension Materials, j) Observation of Comprehension Instruction, and k) Teaching Comprehension Skills. For each module, the objective, prerequisite, preassessment, instructional activities, postassessment, and remediation are specified. (JA)

ED090187 SP007917

Module Cluster: TTP - 001a.00 (GSC) Reinforcement Principles for Elementary Classroom Use.

Brent, George

Glassboro State Coll., N.J.

1973 39p.; See related documents SP007907-913, SP007915-916, SP007918, SP007920-921, and SP007933

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEAUG74

This module cluster is one of several developed for the Camden Teacher Corps project. The general objectives are to enable students to a) define basic operant terms, b) state basic operant principles, c) read operant measurement charts, and d) use operant principles and measurement in elementary classrooms with both social and academic behaviors. The module cluster is designed to be used by students in cooperation with the instruction. Each module is divided into the following sections: statement of objective, prerequisite, preassessment, instructional activities, postassessment, and remediation. (Lists of related books, journals, films, and programs are appended.) (JA)

ED110445 95 SP009438
Module Cluster: TTP-005.00 (GSC). Applied Behavior Analysis Principles.
Brent, George; And Others
Glassboro State Coll., N.J.
1975 39p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEDEC75

This module cluster enables (a) students to operationally define various classroom behaviors; (b) define and utilize behavioral principles; and (c) correctly employ measurement methods which facilitate information gathering, monitoring, and management of academic and/or "problem" classroom behaviors. It contains modules in the following ten areas: (a) operationally defining behavior, (b) defining operant terms, (c) basic operant principles, (d) analysis of behavior in operant terms, (e) operant measurement techniques, (f) specifying the situation in which measurement takes place, (g) measurement of a discrete response, (h) measurement of a continuous behavior, (i) examples of operant studies, and (j) modification of social behavior (or inappropriate behavior). Each module is broken down into (a) objective, (b) prerequisite, (c) pre-assessment, (d) uniform instructional activities, (e) supplementary instructional activities, (f) post-assessment, and (g) remediation. Many of the modules include behavioral examples which have been carefully selected to reflect the kinds of problems teachers frequently report as warranting "modification." (MK)

ED090188 SP007918
Module Cluster: UG - 001.00 (GSC) Urban Geography.
Currier, Wade R.
Glassboro State Coll., N.J.
1973 16p.; See related documents SP007907-913, SP007915-917, SP007920-921, and SP007933
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEAUG74

This is one of several module clusters developed for the Camden Teacher Corps project. This module cluster is designed to introduce students to urban studies through the application of a geographic approach. Although geography shares with other social sciences many concepts and methods, it has contributed a distinctive set of viewpoints and a unique spatial focus. Understanding these approaches, achieving a competence in several techniques of urban analysis, and gaining some experience in applying the principles learned comprise the general objectives of this cluster. There are eight modules in this cluster: a) Rise of Urbanism and the Nature and Growth of Cities; b) Urban Problems in a Geographic Context; c) External Relations and Internal Structure of Cities; d) Techniques of Urban Analysis; e) Comparative Study of American and Foreign Cities; f) Instituting Change in the Urban Environment; g) New Towns and Future Regional Development; and h) Application of Principles of Urban Geography: Planning an Urban Environment. For each module objectives, prerequisites, preassessment, instructional activities, postassessment, and remediation activities are stated. (JA)

ED027636 EA002093
Monitoring the Urban Education Front.
Redfern, George B.
Feb 1969 18p.; Paper presented at the Annual Meeting of the Amer. Assn. of School Admin. (101st, Atlantic City, N.J., Feb. 15-19, 1969).
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEAUG69

Big-city administrators face a multitude of problems falling under three general headings--finance, discontent, and educational programs. Factors contributing to the financial problems in big cities include (1) the decline in the proportion of manufacturing employment compared to that of suburban areas, (2) decreases in taxable assessed valuation, and (3) the failure of State and Federal aid to equalize the maldistribution of local available resources. Discontent is evidenced by teacher militancy, parent alienation from the power structure of the system, and student activists rebelling against authority. One writer argues that the trouble with much of the education of disadvantaged children is that it is not quality education. Compensatory education has been an attempt to correct this situation, but with only marginal success. There has been an abundance of programs, projects, and processes introduced to improve urban education, including Head Start, Upward Bound, the Teachers Corps, Central Cities Projects (CCP), and many others. Under the auspices of CCP both old and new programs are being used to improve inner-city education in such cities as Syracuse, Seattle, Los Angeles, Milwaukee, San Diego, Memphis, and New Orleans. (HW)

ED098226 95 SP008587

Multicultural Education Through Competency-Based Teacher Education.

Hunter, William A., Ed.

American Association of Colleges for Teacher Education, Washington, D.C.

1974 283p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

Available from: American Association of Colleges for Teacher Education, Suite 610, One Dupont Circle, N.W., Washington, D.C. 20036 (No price quoted)

EDRS Price - MF01/PC12 Plus Postage.

Language: ENGLISH

Document Type: BOOK (010)

Journal Announcement: RIEMAR75

This publication is the result of a Multicultural Education/Competency Based Teacher Education (M/CBTE) project which, among other objectives, sought to bring together the findings of separate studies, projects, and research efforts. The project proposed to take a broader approach to the overall problem of quality education by seeking to identify generic concerns and needs common to all ethnic groups and diverse cultural situations. The project at the same time sought to identify those needs felt to be unique or more relevant to certain cultural circumstances and situations than others. Part 1 of this document is in the form of a prologue; it is entitled "Antecedents to Developments of and Emphasis on Multicultural Education." Parts 2-5 were written by four educators and/or teams from the black American, Spanish-speaking American, and native American academic communities who were invited to contribute. Part 2 treats teacher competencies from the perspective of the black American educator. Part 3 treats teacher competencies from the Spanish-speaking educator's perspective (including views of Puerto Rican Americans, Chicano Americans, and Cuban Americans). Part 4 treats teacher competencies from the perspective of the native American, recognizing the divergencies of views among the nearly 300 tribal groups. Part 5 seeks to identify teacher competencies common to all groups as well as those recognized in the general society as evidence of accepted requirements and standards. (Editor/JA)

ED143563 95 SO010168

Multicultural Education: A Functional Bibliography for Teachers.

Gold, Milton J., Ed.; Grant, Carl A., Ed.

Nebraska Univ., Omaha. Center for Urban Education.

1977 46p.; For related documents, see SO 010 213-214

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

Contract No.: 300-76-0228

Available from: Center for Urban Education, 3805 North 16th Street, Omaha, Nebraska 68110 ($0.75, paper cover)

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: BIBLIOGRAPHY (131)

Journal Announcement: RIEJAN78

The selective annotated bibliography lists over 200 materials for teaching ethnic and multicultural studies in grades K through 12. The materials were published after the mid 1960s. Special consideration was given to materials that emphasize group values, social institutions such as the family and child rearing, and other topics such as community and work. The materials are arranged in 12 categories. Ten of these are organized around specific ethnic groups: Black Americans, Chinese and other Asian Americans, Eastern European Americans, Italian Americans, Japanese Americans, Jewish Americans, Mexican Americans, Native Americans, North European Americans, and Puerto Rican Americans. The other two categories are more general. These materials relate to prejudice and discrimination, and to explicit multiethnic, multicultural themes. Each entry is coded to reflect type of material and appropriate audience. Student resources are defined by reading and conceptual levels; teacher resources are defined by intent of the material; and curriculum materials are defined by grade level. The entries also provide information on author, title, publisher, date, and a critical annotation of paragraph length. (Author/AV)

ED093841 95 SP008209
Music for Elementary Teachers; Self-Help Guide (MUS 370). Adams State College.
Stokes, Cloyce
Adams State Coll. of Colorado, Alamosa.
.1973 62p.; Paper prepared for the Adams State College Teacher Corps Program; For related documents, see SP 008 208 and 210-215
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Grant No.: OEG-0-73-1039(715)
Available from: Adams State College, Alamosa, Colorado 81101 (No price quoted)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIENOV74

This self-help guide for the music teacher is one of a series of eight Teacher Education Modules developed by Adams State College Teacher Corps Program. The guide itself consists of 11 modules, the first five of which focus on the mathematical and scientific aspects of music--pitch, tempo, furation, time, and key. These five modules are accompanied by simple exercises for the teacher to practice. The remaining modules are devoted to teaching music to children of primary school age. They are entitled a) "Teaching Rote Songs," b) "Teaching Listening Lessons," c) "Rhythm Instruments," d) "Tone Bells," e) "The Autoharp," and f) "The Realities of the Arts to Primary Children." The entire guide is aimed at the primary teacher whether or not she or he has "musical talent." (HMD)

ED093847 95 SP008215
Music for Elementary Teachers, Competency-Based Approach. Adams State College.
Stokes, Cloyce; And Others
Adams State Coll. of Colorado, Alamosa.
.1973 54p.; Paper prepared for the Adams State College Teacher Corps Program; For related documents, see SP 008 208-214
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Grant No.: OEG-0-73-1039(715)
Available from: Adams State College, Alamosa, Colorado 81101 (No price quoted)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIENOV74

This is one of a series of eight Teacher Education Modules developed by Adams State College Teacher Corps Program. The goals of this module package are listed as follows: a) to introduce the intern to music for elementary school children; b) to enable interns to develop knowledge and skills of an elementary level in music; c) to enable interns to translate written music notation of elementary difficulty into song; d) to acquaint interns with methods and materials utilized in elementary music instruction; and e) to enable interns to use many of the traditional instruments in elementary music education, i.e., autoharp, tone bells, and rhythm instruments. Listed are competency goal statements, prerequisites, and resources. The package is divided into the following modules: Pitch; Tempo and Duration; Sharps--Flats--Key Signatures; Pitch and Duration Simultaneously; Dots After Notes; Teaching Rote Songs; Use of Rhythm Instruments; Tone Bells; Autoharp; and the Realities of the Arts to Primary Children. Each module lists time, objectives, and enabling activities and describes evaluation. There is a criteria checklist after each module for the cooperating teacher, team leader, and on-site instructor. (JA)

ED091368 95 SP008041
Mutual Involvement Review Activity (MIRA) for Competence-Based Teacher Education (CBTE).
Darcy, C. Michael; And Others
New York State Education Dept., Albany.
Feb 1974 26p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIESEP74

This paper describes the Mutual Involvement Review Activity (MIRA) procedure for helping teacher education institutions to restructure their programs in the competency mode. This procedure is a device for organizing the use of a consultant team to cover all areas involved in the introduction, development, and operation of a new mode of teacher training. Designed to reflect a competency-based teacher education (CBTE) project as seen by others experienced in the field, the format consists of questions on the following topics: a) structure for CBTE, b) project governance, c) financial resources, d) program development, and e) management plan. The questions are used as a guide for discussion with people from various role groups, such as college administrators, college professors of education, school district administrators, and teacher representatives. Within three weeks following the discussions, the MIRA consulting team will write a report for the professional use of MIRA and project members. (PD)

ED041824 SP004065
National Teacher Corps; Second Cycle Report. 1967-1969.
Beck, John M.; Black, Timuel
Chicago Consortium of Colleges and Universities, Ill.
1969 52p.
Sponsoring Agency: Teachers Corps, BEPD.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Journal Announcement: RIEDEC70

This document reports the second cycle Teacher Corps program in Chicago, which was designed to prepare elementary teachers for the inner-city schools. An introductory section lists program objectives, which emphasized improvement of education of the disadvantaged and school-community involvement of corpsmen. Formal and informal evaluation and research related to the program and innovations introduced into the second cycle are described. The Teacher Corps program's impact on educational programs of the consortium institutions is discussed. Community involvement activities of team leaders and interns in the various neighborhoods where their schools were located are summarized. The role of the intern in the school is traced including his involvement in an inservice program of observation, individual and small group instruction, and gradual progression to full teaching responsibility--as an extern in the second year. Recommendations for change in the program are listed. Appended are interns' reactions to the program, as voiced at the terminal conference; a list of courses and instructors; team plans for community activities; and two papers on the consortium course, Teaching the Language Arts in the Elementary School, which emphasize a systems approach and the use of the videotape recorder in teacher education. Not available in hardcopy due to marginal legibility of the original document. (JS)

ED078994 RC007103
Native American Teacher Corps Conference (Denver, Colorado, April 26-29, 1973). Position Papers, Volume 2.
Christensen, Rosemary; And Others
Eastern Montana Coll., Billings.
29 Apr 1973 240p.; Position papers presented at Native American Teacher Corps Conference (Denver, Colorado, April 26-29, 1973); Related document is RC007102
EDRS Price - MF01/PC10 Plus Postage.
Language: ENGLISH
Journal Announcement: RIENOV73

The second of 2 volumes of position papers presented at the first Native American Teacher Corps Conference (Denver, Colorado; April 26-29, 1973), is composed of 8 position papers. These include: Indian education: the rights of a people; education and politics; school as it relates to present and future societies; multi-cultural teacher education center at Rough Rock; the visual achievements of the 19th century Plains Indians; crisis in red and white; early childhood in Indian communities; and HEW and state responsibilities to Indian education. (KM)

ED078993 RC007102
Native American Teacher Corps Conference (Denver, Colorado, April 26-29, 1973). Position Papers, Volume 1.
Heywood, Stanley J.; And Others
Eastern Montana Coll., Billings.
29 Apr 1973 193p.; Position papers presented at Native American Teacher Corps Conference, Denver (Colorado, April 26-29, 1973); Related document is RC007103
EDRS Price - MF01/PC08 Plus Postage.
Language: ENGLISH
Journal Announcement: RIENOV73

The first of 3 volumes of position papers presented at the first Native American Teacher Corps Conference (Denver, Colorado; April 26-29, 1973) presents 8 position papers and 3 addresses. The content is: (1) addresses; (2) on Indian's education; (3) culture and education; (4) theoretical construct of the ideal school system for American Indians...K-Life; (5) developing a Native American Studies Program; (6) Indian health professionals; (7) value conflicts as a cause for dropouts; (8) the role of communications in Indian life; and (9) Teacher Corps: a model for training teachers. (FF)

ED047841 RC005055
Navajo Area Education. Progress Report 1969-70 School Year.
Bureau of Indian Affairs (Dept. of Interior), Window Rock, Ariz.
.1970 13p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEJUN71

The highlights of the Navajo Area education program and activities are described in this progress report for the 1969-70 school year. Brief descriptions of programs, activities, and events are classified by 4 goals set by the Tribal Education Committee in 1966: (1) to attack the unique problems of Indian students by the provision of unique programs suited to the needs of these students, such as the English-as-a-Second-Language program; (2) to seek maximum feasible involvement of parents and tribal leaders in the education program; (3) to develop a public information program which reflects progress made on a continuing basis; and (4) to endeavor to assist in any way possible so that full utilization can be made of resources, including the Economic Opportunity Act, Public Law 89-10, and other programs which can benefit the Indian people. Significant accomplishments discussed in the report include completion of social studies and language arts guidelines for Navajo students, establishment of bilingual-bicultural kindergartens, initiation of a model dormitory program emphasizing guidance services, and inservice training workshops held during the year. Programs listed as supported by Government and private funds include teacher corps, student teachers, community school development, and work-study. Increased involvement of the Navajo people in the education of their children is cited as the major factor in the continuing success of the Navajo Area education program. (JH)

ED204266 SP017946
Needs Assessment Among Diverse Groups: A Case Study.
Pooler, Anne E.; Toner, James F.
.1977 9p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Maine
Journal Announcement: RIENOV81

A Teacher Corps project to deliver staff development services focused on five educational settings: a correctional youth center, a high school, a junior high school, a youth group home consortium, and a college of education. It was felt that comparing the results of needs assessments conducted at each facility would enable useful analyses of common assessment factors and perceived priorities. Staff awareness and acceptance of the program was enhanced by involving school administrators and by presenting staff orientations. The process of developing the needs assessment varied for each site. Methods included individual interviews, group discussions, and questionnaires. The results showed both common and unique concerns among the diverse groups. Staff at all five sites expressed the need to redesign existing courses and create new curriculum materials and for students to become more responsible and better decision makers. It was concluded that a needs assessment must provide flexibility to deal effectively with both staff and administration in any given location. (FG)

ED169014 SP014009
Needs Assessment: Determining Project Goals and Establishing the Change Relationship.
Brown, Carlton E.
New Hampshire Univ., Durham.; Portsmouth Public Schools, N.H.
1978 14p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S.; New Hampshire
Journal Announcement: RIEAUG79

The basic problems faced by those implementing a project of assessing school needs and initiating change are discussed. An example of a teacher corps project funded for such an endeavor is summarized. How the initial problems of assessing needs to determine project goals and establishing a credible change relationship with school personnel were handled is described. Emphasis was placed on giving teachers the power and training to determine the focus methods for the two larger parts of the assessment program: needs of teachers and students. To this end, members of the staff received training in needs assessment and design. The importance of resolving conflict between staff and administration, of establishing trusting relationships between the agents of change, and of sharing the decision making process is emphasized throughout this report. (JD)

ED180966 SP015213

Neighborhood Coat-of-Arms Project: Bloom's Taxonomy and Other Developmental Theories in Action.

Woods, Larry
New Hampshire Univ., Durham.
1979 22p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; New Hampshire
Journal Announcement: RIEMAY80

The progress of groups of junior high school students working together was measured by the developmental theories of Bloom, Piaget, and Kohlberg. Each group was assigned the task of designing a coat-of-arms representing their neighborhood. This project involved not only physically producing a shield (designing, drawing, choosing colors) but also comprehending their community and creating symbols for it. This study traces the thought processes and group dynamics that eventually produced each coat-of-arms, using as reference points Bloom's taxonomy of sequential and progressive educational objectives, as well as Piaget's theories on cognitive development and Kohlberg's stages of moral development. (JD)

ED045547 SP004279

New Directions in Teacher Education.

Washington Univ., Seattle. Coll. of Education.
Feb 1970 14p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Journal Announcement: RIEAPR71

This booklet describes eight University of Washington teacher education projects in operation during the 1969-70 school year to develop and test various performance-based, field-experience approaches and a management system in which the university and cooperating school districts provided for released time for selected school personnel to serve as mid-managers. The eight programs described are 1) the Federal Way Project, a 1-year, field-centered program to retrain junior high teachers; 2) the Garfield Program, a 1-year internship to recruit and prepare teachers for a Seattle high school; 3) the M-Step Program in which Seattle schools prehire 30 university sophomores who are in continuous school and community contact for seven consecutive quarters; 4) the Northshore Project, a performance-based, field-centered junior and senior year program to prepare elementary and secondary teachers; 5) the Renton Professional Work-Study Program based on a 2-year, half-time internship for juniors and seniors; 6) the Shoreline Project, a 1-year, individualized performance-based graduate intern program developed and implemented by local school personnel in consultation with the university to recruit and prepare teachers for a new middle school; 7) the Teacher Corps program, a graduate internship for elementary and junior high teachers; and 8) the Tri-University Project in Elementary Education, a 1-year preservice program operated entirely within the school setting. Not available in hardcopy due to reduced size of print. (JS)

ED095150 95 SP008328

Non-Verbal Communication and the Affective Domain. Teacher Corps Associates: Resources for CBTE, No. 9.

Ligons, Claudette Merrell
Texas Southern Univ., Houston.; Wisconsin Univ., Madison. Teacher Corps Associates Program.
1973 68p.; For related documents, see SP 008 322-333
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEDEC74

This training package in nonverbal communication and the affective domain rests on the rationale that nonverbal communication is a support system for the verbal message that we convey and that it can be divided into two channels--the vocal and the kinetic. The vocal channel consists of the pitch of the voice, and the kinetic consists of postures, gestures, and other body movements. The package is divided into four units or learning modules, which are preceded by a general overview. The purposes of the four units are to: (a) give prospective teachers an overview of nonverbal communication and provide a cognitive base from which to operate, (b) provide the participant with an opportunity to learn how he relates his feelings and attitudes to others without words and to improve his perceptions of the feelings of others, (c) provide participants with information about nonverbal communication to enable them to determine its value in the learning situation, and (d) prepare the student to discriminate between messages given on the kinetic and vocal channels and to discuss the critical interdependence of the channels on each other. Enabling activities for the modules include readings, discussion in large and small groups, role playing activities, individual exercises, and the design of mini-lessons. A pre- and post-measurement instrument is included in the package. (HMD)

ED114390 95 SP009638
Number Patterns and Systems. Learning Activity Module IV.
Bernard, Donald; And Others
Florida Univ., Gainesville. Coll. of Education.
18p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEMAR76

This learning module is designed to enable teachers to help children further develop their concepts of the meaning of numbers in our number system (including concepts of quanity, one-to-one correspondence, number order, before-after, greater than-equal to-less than, number patterns, and the structure of our number system). The module contains a rationale, general objectives, specific objectives, and a list of materials and equipment. There is also a list of general instructions for the teacher or student teacher. The procedures for using the module include a pre-test, a video tape, reading, studying games, several optional activities, and a post-test. A copy of the pre-test and its answer sheet, along with a copy of the post-test and answer sheet, are included. The module also contains games with tri-dominoes. A list of suggested readings and a bibliography complete the module. (RC)

ED203449 EA013624
Of Principals and Projects.
Wyant, Spencer H.; And Others
Association of Teacher Educators, Reston, Va.
1980 248p.
Sponsoring Agency: Nebraska Univ., Omaha. Center for Urban Education.; Office of Education (DHEW), Washington, D.C. Teacher Corps.
Contract No.: 300-77-0156
Available from: Association of Teacher Educators, Suite ATE, 1900 Association Drive, Reston, VA 22091 ($5.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: BOOK (010); RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Virginia
Journal Announcement: RIENOV81

Principals play an important role in the success of externally funded change projects in their schools. Interviews exploring the participation of principals in such projects in 14 Oregon elementary and secondary schools provided 11 case studies illustrating helpful and unhelpful behaviors. The projects were found to have life cycles of their own, and different behaviors were important at different stages in these cycles. Eight kinds of behavior were identified as crucial, four concerning project tasks and four directed toward building relationships and giving support. A variety of leadership styles, roles, and behaviors proved workable, provided that they were fitted to the particular staff, project, school, and principal concerned. Accurate diagnosis of the situation and adaptation of style and behavior to that situation were characteristics of the successful principal. This report concludes by describing and discussing applications of Situational Leadership Theory and by discussing the needs for inservice training for administrators based on a realistic appraisal of educational organization. The interview form used in the study is appended, and a review of relevant literature included. (PGD)

ED111783 SP009475
Organization Patterns and Decision Making Patterns in Teacher Corps Projects.
Goddu, Roland
New England Program in Teacher Education, Durham, N.H.
Jul 1975 24p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEJAN76

This guide to organization and decision making patterns in a Teacher Corps project is in the form of a workbook. It contains several forms and worksheets to be completed. There is a discussion of decision making patterns and a review of decision making skills. It is stated that to make good decisions, one needs skills to (1) identify the persons involved; (2) identify how those persons make decisions; and (3) identify if, when, and how a decision is made. There is an appendix containing the Teacher Corps definition of the community coordinator role. (RC)

ED096311 SP008442

Organizational Development and Teacher Corps: A Discussion of a Book by Ronald Corwin.

Marsh, David D.

Apr 1974 8p.; Paper presented at the Annual Convention of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: CONFERENCE PAPER (150)

Journal Announcement: RIEJAN75

This paper focuses on the theory of organizational change and development as presented by Ronald G. Corwin in his book, "Reform and Organizational Survival: The Teacher Corps As an Instrument of Educational Change," and the implications this theory has for efforts at institutional change which are being made by the Teacher Corps. Corwin identifies two models of organizations: (a) a rational model which presumes that organizations are goal-directed entities, and (b) a political model which presumes that direction is determined by external constraints on the organization and by commitments made by the members in the course of bargaining for resources. In his analysis, Corwin integrates political and rational aspects of organizations. The author, in an attempt to expand or modify Corwin's theory, suggests a model called "muddling through" and recommends that organizations be viewed on a continuum rather than at either end of the continuum. Applying Corwin's theory to his experience with Teacher Corps projects, the author suggests that the difference between successful and unsuccessful projects seemed to lie in: (a) how adroit te staff were in dealing with political constraints, and (b) how the staff were able to deal with political crises in one aspect of the project while keeping other aspects on a rational basis. (HMD)

ED180941 SP014815

Organizing Effective Networks.

Henderson, Robert

1977 13p.

Sponsoring Agency: New England Teacher Corps Network, Portsmouth, N.H.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; New Hampshire

Journal Announcement: RIEMAY80

An account is given of creating and implementing an information network for the Teacher Corps projects. The purpose and function of a network is described, and the obstacles to the development of this network are discussed. The early network development strategies are cited and, in conclusion, a summary is given of what was learned by the network developers about fundamental considerations necessary to successful development of such an organization. (JD)

ED086766 UD014012

Organizing for Prescriptive Teaching: An Instructional Management System for Teaching All Children; Walden Middle School, 1972-73. Research and Development Report, Volume 7, Number 9, September 1973.

Addy, Polly; Norris, Mike

Atlanta Public Schools, Ga.

Sep 1973 73p.

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEMAY74

The Atlanta public schools, Federal and state assistance, and community services provided the following resources for Walden School's instructional program: The Instructional Assistance Program provided a team comprising a lead teacher, a language arts teacher, a social studies teacher, a foreign language teacher, a mathematics teacher, a science teacher, a media specialist, a Spanish speaking assistant teacher and a typist working under the leadership of the Coordinator of Foreign Languages to develop a perfect multi-media learning activity packets designed around a core curriculum. A Dynamics and Influences of Culture and Environment Program was funded by the Instructional Assistance Program for the second year. The Spanish speaking assistant teacher was a participant in the Career Opportunities Program. Through the Title I Program, funded under the 1965 Elementary Secondary Education Act, a lead teacher, a reading teacher, and six instructional aides worked with first through third year pupils to improve the instructional program with emphasis on reading and English. The Teacher Corps Program provided two teams, each consisting of two lead teachers, eight senior teachers, and 18 paraprofessionals to work with the first and second year pupils. The Program for Education and Career Exploration was a guidance program that provided experiences for second and/or third year pupils that would enable them to make realistic educational and career choices at future major decision points. (Author/JM)

ED203539 EC132803

Overview of Characteristics of Handicapping Conditions: A Trainer's Manual.

Metcalf, Stephen; And Others

Jefferson County Public Schools, Lakewood, Colo.; Rocky Mountain Teacher Corps Network, Landers, Wyo.

.1980 91p.; Print is small. For related documents, see EC 132 801-809.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Wyoming

Journal Announcement: RIENOV81

The trainer's manual presents information to be covered in a workshop for regular educators on characteristics of all handicapping conditions. Strategies in the workshop acquaint trainees with techinques and methods for identifying, referring, and assessing the handicapped child, with emphasis on the awareness and understanding of the characteristics of the mildly and moderately impaired student in the classroom. Individual sections cover the following conditions: physical handicap, significant limited intellectual capacity, significant identifiable emotional or behavioral disorder, hearing handicap, visual handicap, speech handicap, and perceptual-communicative disorder. Usually outlined are definition, characteristics, behavior characteristics, methods for teaching, equipment needed, and resources for information on each condition. A list of parent and professional reading resources completes the document. (SB)

ED198366 CE028084

Overview of Training Practices Incorporating Adult Learning. Annotated Bibliography on Adult Learning.

American Univ., Washington, D.C. Adult Learning Potential Inst.

Sep 1980 27p.; For related documents see ED 190 769 and CE 028 081-083.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

Contract No.: 300-77-0524

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: BIBLIOGRAPHY (131)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEJUL81

This document--an annotated bibliography on adult learning--is one in a series of four developed to provide a comprehensive overview of the scope of training practices relating to adult learning. It presents brief reviews of approximately eighty selected books and other published materials that relate to adult learning, adult education, and inservice training. For each item the following information is provided: author(s) or editor(s), title, place of publication, publisher, date of publication, and annotation. Any special features of the book, such as essays or reviews of some aspect of adult learning, are pointed out in the annotations. Topics of materials include lifelong learning, recurrent education, adult learning theory, learning styles, adult learner needs, creativity, adult education approaches and practices, volunteerism, community education, nontraditional education, curriculum development, inservice education trends, teacher education, higher education involvement, and faculty renewal. (YLB)

ED198365 CE028083

Overview of Training Practices Incorporating Adult Learning. Adult Learning in Inservice Training and Staff Development.

American Univ., Washington, D.C. Adult Learning Potential Inst.

Sep 1980 125p.; Figures will not reproduce well due to small print. For related documents see ED 190 769 and CE 020 081-084.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

Contract No.: 300-77-0524

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: REVIEW LITERATURE (070); POSITION PAPER (120)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEJUL81

This document on inservice training and staff development is one in a series of four developed to provide a comprehensive overview of the scope of training practices relating to adult learning. Directed toward educators designing and conducting training programs and toward trainers of trainers, these contributions by adult educators and developmental theorists present interpretations of existing knowledge and new concepts in adult learning. Chapter 1 briefly addresses some adult educator perspectives and implications of adult development in providing an appropriate definition. Chapter 2 discusses the inservice educator as an adult learner and highlights the affective dimensions of adult learning. Chapter 3 focuses on what contributes to the effective educator-trainer. In chapter 4 the current status of adult learning theory is discussed. Chapter 5 presents essential concepts of adult learning potential as they relate to training. Chapter 6 focuses on the dilemma facing higher education and public school systems as they both attempt to address inservice education. Chapter 7 emphasizes how stressful life events influence the educator-trainer. Existing approaches to stress and strategies for adaptation are provided. Chapter 8 focuses on development of a total person model of adult learning theory. (YLB)

ED198364 CE028082

Overview of Training Practices Incorporating Adult Learning. Selected Federal Legislation and Programs Relating to Adult Learning.

American Univ., Washington, D.C. Adult Learning Potential Inst.

Sep 1980 101p.; Not available in paper copy due to small, light print. For related documents see ED 190 769 and CE 028 081-084.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

Contract No.: 300-77-0524

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: LEGAL MATERIAL (090); STATISTICAL MATERIAL (110); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEJUL81

This document--a survey identifying federal legislation and programs that in some way address the adult learner--is one in a series of four developed to provide a comprehensive overview of the scope of training practices relating to adult learning. It provides a panoramic view of adult learning in response to national priorities based upon patterns of legislation beginning with the Sixty-sixth Congress, 1919-1921, and the resultant federal programs emanating out of the specific acts of Congress since then. Section 1 contains these summary tables: overview of eight federal departments (and twenty-six agencies within them) and seven independent agencies offering programs relating to adult learning; frequency of types of assistance; index of federal programs relating to adult learning by types of assistance; and patterns of congressional activity in enacting legislation relating to adult learning, for which is presented the following information: Congress that enacted the legislation, title of legislation, title of existing federal program, and Office of Management and Budget (OMB) catalog number. In section 2, The Survey, is found the table of results regarding the 195 programs surveyed. Information provided includes (1) title and/or number of legislation, (2) administrating federal agency, (3) OMB Catalog number, (4) existing program, (5) type of assistance offered by the program, (6) dollar allocation for fiscal years 1977, 1978, 1979, and (7) program description. (YLB)

ED198363 CE028081

Overview of Training Practices Incorporating Adult Learning. Current Trends and Practices in Adult Learning.

American Univ., Washington, D.C. Adult Learning Potential Inst.

Sep 1980 136p.; Some pages will not reproduce well due to small, light, or broken print. For related documents see ED 190 769 and CE 028 082-084.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

Contract No.: 300-77-0524

EDRS Price - MF01/PC06 Plus Postage.

Language: English

Document Type: GENERAL REFERENCE (130); PROJECT DESCRIPTION (141); RESEARCH REPORT (143)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEJUL81

This document on involvement by states and higher education in adult learning is one in a series of four developed to provide a comprehensive overview of the scope of training practices relating to adult learning. It consists of two sections, each summarizing the results of extensive surveys pertaining to training programs for special adult learner populations. Part 1 provides profiles on the involvement of seven specially-selected states in adult educational policies, priorities, and programs. Programs offered in adult, bilingual, vocational, and continuing education are encompassed, with special attention given to related inservice training practices. These states are profiled: California, Florida, Massachusetts, Michigan, Montana, New York, and Texas. Information provided includes synopsis of state-operated services to target groups, participation trends, contact personnel, listings of institutions of higher education and delivery of services, community programs and projects, and allocation of federal funds. Part 2 gives a nation-wide overview of adult learning programs offered by 807 institutions of higher education in five selected areas of training: Adult and Continuing Education, Recreation and Leisure, Gerontology and Aging, Human Resources/Services, and Community Studies. This part includes sixteen pages of summary diagrams and the twenty-eight page survey. (YLB)

ED196364 HE013369
P.L. 96-374--The Education Amendments of 1980, Summary Analysis. NAICU News, Special Report.
Gossens, Peter J.; Griffin, Joan M.
National Association of Independent Colleges and Universities, Washington, D.C. National Inst. of Independent Colleges and Universities.
Oct 1980 19p.
Available from: National Association of Independent Colleges and Universities, 1717 Massachusetts Avenue, N.W., Washington, DC 20036
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: LEGAL MATERIAL (090); SERIAL (022)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEMAY81

Provisions of the Education Amendments of 1980 (P.L. 96-374) are described. Contents of the legislation are as follows: Title I--continuing education program and planning; Title II--college and research library assistance and library training and research; Title III--institutional aid; Title IV--student assistance; Title V--Teacher Corps and teacher training; Title VI--international education programs; Title VII--construction, reconstruction, and renovation of academic facilities; Title VIII--cooperative education; Title IX--graduate programs; Title X--Fund for the Improvement of Postsecondary Education; Title XI--urban grant university program; Title XII--general provisions; and Title XIII--miscellaneous provisions. The following grants to students are covered: Pell Grants; Supplemental Educational Opportunity Grants; State Student Incentive Grants; TRIO--special programs for students from disadvantaged backgrounds; special programs for students whose families are engaged in migrant and seasonal farmwork; and veterans' cost-of-instruction payments. Additionally, Guaranteed Student Loans, the College Work-Study program and National Direct Student Loans are covered. Eligibility criteria and administrative allowances for aid recipients are addressed. Information on 1981-85 authorization levels for the legislation by section is presented. (SW)

ED138557 95 SP010981
Para Educator Training Program--K-6.
University of Southern California, Los Angeles. School of Education.
1976 82p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIESEP77

This document describes a five-week program designed to assist and train paraprofessionals in the classroom. Goals of the program include the following: That paraprofessionals and community volunteers become more effective and knowledgeable about their students, about teacher relationships, their role, school functioning, and more accepted as performing a valuable, professional role. Five general topics are treated: (1) role clarification and communication; (2) child growth and development; (3) multicultural studies; (4) basic skills in mathematics and reading; and (5) classroom management. The program is designed to be flexible and adaptable to meet the expressed needs of individual schools. (JD)

ED203544 EC132808
Participant Manual for Public Law 94-142. Workshop.
Carroll, Larry; And Others
Rocky Mountain Teacher Corps Network, Landers, Wyo.
.1980 83p.; Print is small. For related documents, see EC 132 801-809.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Wyoming
Journal Announcement: RIENOV81

The manual is designed for a three hour training session to help participants become aware of P.L. 94-142 (the Education for All Handicapped Children Act) aid its implications, be presented with frameworks to be utilized when planning for and implementing P.L. 94-142, and practice generating strategies and procedures which help to facilitate implementation of P.L. 94-142. The document contains the following: a list of workshop objectives; a pretest answer sheet; an outline of full services for handicapped children; statements regarding responsibilities for agencies/personnel in special education; a case study; basic concepts for P.L. 94-142; due process flow charts; local education agency (LEA) requirements regarding student evaluation, the planning conference, parent participation, the individualized program, due process/hearings, surrogate parents, and confidentiality; LEA personnel development plan; a paper titled "How to Look at Your State's Plans for Educating Handicapped Children;" a state compliance plan; questions about P.L. 94-142; and sample forms from North Dakota. (SB)

ED199248 SP017725

Participant Planned Staff Development. Resources for Schools. No. 18.

Garrett, Susan Vladeck; And Others

Massachusetts State Dept. of Education, Boston. Massachusetts Dissemination Project.

1980 67p.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Report No.: MDE-12196

Grant No.: NIE-G-76-0058

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Massachusetts

Journal Announcement: RIEJUL81

Government: State

This booklet describes some recent participant planned staff development activities in Massachusetts. To varying degrees, programs are initiated, governed, and designed by participants. In the first section, profiles are presented of six programs which represent a cross-section of models serving small, medium, and large school systems. Included in this section are programs which highlight self-help groups, curriculum development, coordination of inservice activities, and peer training. Program abstracts in the second section provide information on other programs including purpose, training structure, number of participants, and funding source. The final section lists teacher center and Teacher Corps programs in Massachusetts as well as educational collaboratives and locally-based organizations with extensive experience in staff development. (JD)

ED147294 80 SP011916

PBTE (Performance-Based Teacher Education); Vol 2, No, 2, May 1973.

Andrews, Theodore E., Ed.

Multi-State Consortium on Performance-Based Teacher Education, Albany, N.Y.

May 1973 9p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: JOURNAL ARTICLE (080)

Journal Announcement: RIEAPR78

This issue of the Multi-State Consortium for Performance-Based Teacher Education (PBTE) newsletter discusses (1) the evolutionary approach adopted by the state of Minnesota toward the implementation of PBTE, which includes discussion of what is known about PBTE, whether Minnesota ought (or wishes) to adopt the program, and state participation in PBTE information exchange; (2) the PBTE program of the College of St. Scholastica (Duluth, Minnesota); (3) the multicultural emphasis of the competency-based Cycle Seven Teacher Corps Project at Texas Southern University; (4) efforts of the Consortium of Southern Colleges for Teacher Education in developing PBTE programs; (5) the various models of teaching which arise from different orientations toward man and his universe (exerpted from "Models of Teaching," by Joyce and Weil); (6) questions that must be answered in determining the nature of individualization in teacher education programs, in particular PBTE programs; and (7) assumptions underlying teacher education programs and characteristics of implemented programs which tend to fulfill these competencies. (MJB)

ED182275 SP015221

PEP and SEP in Hartford. A Community Component in Which the School Does What It Does Best.

Roach, Peter; Luccock, Henry

New England Teacher Corps Network, Portsmouth, N.H.

.1979 10p.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; New Hampshire

Journal Announcement: RIEJUN80

Government: State

A description is given of a parent education program and a student extended-day program in a multiethnic elementary school. Most of the teachers in the adult program are regular teachers at the school; however, some parents are recruited for teaching courses in areas where they are competent--e.g., a Spanish-speaking parent conducting a course in Spanish conversation to teachers in the school. The extended-day program for the children is largely recreational and tailored to fit in with the hours parents are in class. (JD)

ED107493# SE019013
Perimeter. A Mathematics Instructional Module.
District of Columbia Public Schools, Washington, D.C. Teacher Corps.
1972 54p.; Marginal legibility on entire document
Available from: ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)
Document Not Available from EDRS.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEOCT75

This learning module on perimeter contains many classroom experiences. It provides: (1) student options in the selection of activities for the achievement of objectives, (2) "hands on" activities and real models for real problems, (3) self-pacing for individualized instruction, and (4) a variety of media and strategies. The module is to be completed in three to five days. Six objectives are given. The materials include a pretest, 24 activities, a criterion test for each objective, and a posttest. (Author/KM)

ED180959 SP015176
Perspectives on Development in the Overall Process of Demonstration. Occasional Paper Series No. 7.
Price, William O.; And Others
Murray State Univ., Ky.
14 Dec 1976 22p.; For related document, see SP 015 182
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Available from: Teacher Corps Project Director, Murray State University, Murray, KY, 42071 ($0.50)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Kentucky
Journal Announcement: RIEMAY80

The goal of this project is to develop a school-based instructional program to maximize unique talents in students. A step-by-step report on the project development is presented from the identification of clear achievable goal, through the on-going process of implementation and evaluation of results to synthesizing the concept and establishing it as a valid educational goal. (JD)

ED183553 SP015772
Perspectives on Organizations: Schools in the Larger Social Environment.
Corwin, Ronald G.; Edelfelt, Roy A.
American Association of Colleges for Teacher Education, Washington, D.C.; Association of Teacher Educators, Washington, D.C.
1978 129p.; For related documents see ED 139 790 and ED 126 047
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Contract No.: 300-75-0100
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: POSITION PAPER (120); GENERAL REPORT (140)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEJUL80

This study of the interaction between school and social context is divided into two parts. The first section examined some environmental factors external to the school that directly influence school policies and practices. Citizen participation in school activities and the relationship of the school to the state are two of the topics examined. The second section is a series of activities designed to be used in an instructional setting, which explore the complex relationships among schools and their local, state, or federal sociopolitical environments. This volume is the third in a series examining the nature of the school as an organization. (Author/LH)

ED139790 95 SP011092
Perspectives on Organizations: The School as a Social Organization.
Corwin, Ronald G.; Edelfelt, Roy A.
Nebraska Univ., Lincoln.
Jun 1977 124p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Contract No.: 300-75-0100
Available from: American Association of Colleges for Teacher Education, No. 1 Dupont Circle N.W., Washington, D.C. 20036 ($4.50)
EDRS Price - MF01/PC05 Plus Postage.
Language: ENGLISH
Document Type: BOOK (010)
Journal Announcement: RIEOCT77

This document provides ideas and information for those responsible for preparation of education personnel. It includes papers and other materials expressing several views on organizational problems in schools. The problems that teachers encounter in coping with the social hierarchy within the school are discussed as well as their responsibilities to the organization itself. School systems are examined from a sociological point of view. The nature and status of teaching is explored within the framework of the school as a social system operating in the wider arena of the community. (JD)

ED126047 SP010243
Perspectives on Organizations: Viewpoints for Teachers.
Corwin, Ronald G.; Edelfelt, Roy A.
American Association of Colleges for Teacher Education, Washington, D.C.; Nebraska Univ., Lincoln.
1976 92p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Contract No.: 300-75-0100
Available from: American Association of Colleges for Teacher Education, 1 Dupont Circle, N.W., Washington, D.C. 20036 ($3.00)
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Document Type: BOOK (010)
Journal Announcement: RIENOV76

This publication is the first volume in a series of training publications, "Perspectives on Organizations," designed to develop among future and practicing teachers an awareness of what organizations are, how organizations affect them, and how they can deal with organizations. The materials in this series were developed when Teacher Corps decided to include the study of organizations in its 1975 Corps Member Training Institute for preservice and inservice teachers. The preface underscores the significant contribution the study of organizations can make to the field of teacher education. Part I, "Teaching and Learning About Organizations," contains an overview, rationale for the study, and instructional objectives. Part II, "Life in Organizations," is an introduction to organization theory and basic related concepts. Divided into two sections, it deals with the questions, "Why study organization?" and "What are organizations like?" The subject of Part III, "Organizations in Action," tells how the instructors and learners might go about exploring organizational concepts. Activities in Part III can be used to enrich the examination of key concepts and to draw on the experience of participants as a critical element of learning. An appendix includes abstracts of selected readings and a suggested film list along with a bibliography. (SK)

ED191841# SP016697
Perspectives on Preservice and Inservice Education.
Rubin, Louis
Syracuse Univ., N.Y. School of Education.
1978 50p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Available from: National Dissemination Center, Syracuse University, 123 Huntington Hall, Syracuse, NY 13210 ($4.00).
Document Not Available from EDRS.
Language: English
Document Type: PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142)
Geographic Source: U.S.; New York
Journal Announcement: RIEJAN81

This publication, part of the Professional Development series, focuses on teacher development programs. An overview of present programs indicates the need for educational innovations, a continuous link between preservice and inservice programs, a renewed concern for performance skills, and field experiences that reflect the reality of teaching. Ways that state agencies can help to develop programs that reflect these needs without trespassing on local autonomy are discussed. The components of an effective inservice program (administrative priorities, organizational designs, and grouping options) are discussed in detail. (CJ)

ED052155 SP005025
Perspectives on the Role of the Teacher Corps Team Leader.
Toledo Univ., Ohio.
Jun 1971 170p.
Grant No.: OEG-0-70-2272(715)
EDRS Price - MF01/PC07 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEOCT71

This collection of 10 position papers represents one phase of an effort to design behavioral objectives for training programs for Teacher Corps team leaders. Floyd T. Waterman identifies tasks and needed competencies for the complete range of team leader activities. Richard W. Saxe notes the several meanings of systems approach as they apply to the various aspects of designing a training program. Charles C. Jung describes three kinds of problem-solving processes and identifies the prerequisites for using change processes. Jack Spiess reviews the different approaches to leadership, and suggests the applicability of concepts of leadership to the specific situation of Teacher Corps team leaders. Robert Chin and Herschel N. Hadley consider that the teaching team has two objectives: to accomplish its assigned task and to maintain itself as a group. Jerry J. Bellon deals with the task of the team leader functioning as a professional manager to develop and maintain a work environment which facilitates the attainment of organizational objectives. Wilford A. Weber defines some concepts of competency based teacher education and suggests appropriate roles for team leaders. Kenneth R. Howey maintains that there is a logical and necessary relationship between the roles of the team leader as a teacher of teachers and a teacher of pupils. Russell C. Doll suggests the type of training needed for the team leader. Louis J. Rubin defends the position that the teacher is the curriculum. (MBM)

ED183499 SP015181
PIE Cycles/Planning-Implementing-Evaluation Format for Teacher Change and Public School Renewal.
Hainsworth, Jerome C.; Schroeder, Gary, Ed.
Murray State Univ., Ky.
May 1977 256p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Available from: Director, Murray State University Teacher Corps Project, Murray State University, Murray, KY 42071
EDRS Price - MF01/PC11 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Kentucky
Journal Announcement: RIEJUL80

Between 1975 and 1977 an instructional research team and a Teacher Corps Project at Hopkinsville Middle School in Kentucky began the development of an inservice teacher education program designed to combine the experience of inservice teachers with the knowledge of university faculty. This report contains samples of the results of this type of responsive inservice program. The products are based on contractual agreements between teachers and university staff. Products are called "Planning, Implementing, and Evaluation Cyles" (PIE Cycles). The content areas in which this approach is administered include science, English, social studies, reading improvement, physical education, and an exploratory unit investigating the possibilities of developing a child's individual talents without shifting the emphasis completely away from basic skills. (LH)

ED055039 08 SP005273
Pilot Program for Veterans in Public Service. Final Report.
Marcussen, Jack I.; Calendine, Jerry
Council of the Great City Schools, Washington, D.C.
Jun 1971 84p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.: BR-8-0888
Grant No.: OEG-0-8-08088-4629(085)
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEJAN72

The project was initiated in fall 1968 to conduct a pilot program to prepare returning veterans for careers in education. Eight large city school systems and eight institutions of higher learning took part. Specific objectives were 1) to launch an educational career development program for veterans to be employed in urban schools; 2) to utilize their experience and talents and provide models for ghetto youth; 3) to attract more males into urban education; 4) to expand the successful model of the Teacher Corps into the paraprofessional field; 5) to encourage differentiated staffing in urban schools; 6) to encourage developmental programs utilizing federal, state, and local resources; and 7) to utilize in school assignments the occupational specialties developed by the veterans through military training. Participants attended local colleges on a part-time basis and were also employed by the cooperating school districts as assistants or aides to teachers and other school personnel. Program attrition rates were low, the main reasons given for leaving being financial need, family or home problems, and personal change of goals. The success of the pilot program was evident in its holding power and in the number of completions. It also tested and accomplished two additional objectives: the effecting of multi-agency cooperation and successful application of multiple funding efforts. (MBM)

ED102148 95 SP008932
Pittsburgh Middle School Teacher Corps Project.
Pittsburgh Board of Public Education, Pa.; Pittsburgh Univ., Pa. School of Education.
20 Nov 1974 7p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEJUN75

The Pittsburgh Middle School Teacher Corps Project (PMSTCP) is a competency-based, field oriented master's program developed and implemented jointly by the Pittsburgh Board of Education and the University of Pittsburgh. The PMSTCP has developed a model which focuses on competencies needed to train teachers to work with urban middle school students using a diagnostic/prescriptive approach to individualized instruction. The program encompasses both the use of modules as instructional vehicles and the design of a comprehensive delivery system which delineates program structure and provides for flexibility within the structure as needed. The delivery system includes the field based, community oriented setting, on-site instruction, a clinical/resource supervisory support system, and a mechanism for continual evaluation. Efforts are being directed to examine closely the relationships between learning theory and classroom practice, between societal sensitivity and individual values, and between the roles of the teacher in the teaching/learning setting and the learning behaviors of students. Formative evaluation of the program is being conducted on a continual basis. The most important question is, What type of teacher training program will make the most difference for learners? (Author/PB)

ED152687 95 SP012177

Planning an Inservice Program. A Process Guide.

Western Washington State Coll., Bellingham.

Jan 1977 61p.; For related documents, see SP012 177-179

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEAUG78

This volume, from a set of documents on planning for inservice teacher education, provides an overview of the process and a set of tasks in program planning. The primary function of the tasks is to assist staff in the articulation of fundamental principles and guidelines for site-specific inservice programs. The initial step is the establishment of a planning committee, charged with the task of determining the present state of inservice education in the target school. Its major activity is to conduct a series of workshops for target teachers to give them a sense of participation and to elicit ideas on what the inservice program should be like. From this input, and from the agendas, mandates, and constraints of participating agencies, the committee can then propose principles and guidelines for an inservice plan. A fourteen-step process for plan development is presented. Appendices present eight tasks to be completed in the workshop, a bibliography of literature on inservice education, and transparency masters and script for a slide show presentation. (MJB)

ED177658 EA011825

Planning and Implementing Parent/Community Involvement into the Instructional Delivery System. Proceedings from a Parent/Community Involvement Conference.

Barletta, Charles, Ed.; And Others

Midwest Teacher Corps Network, Lansing, Mich.

1978 112p.; Not available in paper copy due to small print of original document

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Available from: Institute for Research on Teaching/Publications, 252 Erickson Hall, College of Education, Michigan State University, East Lansing, MI 48824 ($2.00)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: CONFERENCE PROCEEDINGS (021); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Michigan

Journal Announcement: RIEMAR80

Bringing together parents, teachers, and researchers, this conference was intended to provide a climate in which participants could examine their own needs and develop their own action plans for the development and implementation of parent and community participation in schools. The goals of the conference were to provide descriptions of proven parent/community participation models, consider the decisions teachers must make and the institutional arrangements needed when implementing such models, and delineate the significant research questions concerning further refinement of existing models. Participants whose presentations are included in this volume looked at the characteristics of current models of parent/community involvement in teaching and learning, the settings in which models have been implemented, constraints to be considered by users, future of the models, and the interface of the school-oriented dimensions of the model with other community efforts. Overviews are offered of the Home Education Learning Program (HELP), Home School Institute (HSI), Parent Education Follow Through Program, Parents Are Teachers Too Program, Parent Education Program, and the Preparing Educators for Parent/Community Involvement Workshops. (Author/JM)

ED119386 EA008043

Planning Assistance Programs to Reduce School Violence and Disruption, and Appendices.

Marvin, Michael; And Others

Research for Better Schools, Inc., Philadelphia, Pa.

Jan 1976 247p.; Some pages of text and some charts may be of marginal legibility due to quality of original document; Best copy available

Sponsoring Agency: National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.

EDRS Price - MF01/PC10 Plus Postage.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEJUL76

The central purpose of this project was to provide an information base that the Law Enforcement Assistance Administration (LEAA) can use in planning programs to help school personnel cope more effectively with the problem of violence in their schools. The efforts to provide an information base were organized into four tasks: to determine the nature and extent of the problem of school violence, to determine what efforts are being undertaken in schools to reduce school violence, to determine what kinds of help schools need, and to determine how other federal programs help schools solve specific problems. The federal programs examined are Right to Read, Drug Abuse Education program, the Civil Rights Training and Technical Assistance program, the Dropout Prevention program under the Elementary and Secondary Education Act (ESEA) Title VIII, Teacher Corps, and ESEA Title III. The recommended program emphasizes the provision of technical assistance to local agencies by regional staffs of experts. The program would be given overall direction and support at the national level. An extensive bibliography is included in the appendices. (Author/IRT)

ED185031 SP015819

Planning for Inservice Education (Revised). A Resource Guide.

Hite, Herb; McIntyre, Pat

Western Washington Univ., Bellingham.

Jul 1978 148p.; For related documents, see SP 015 818, SP 015 801, SP 015 803.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC06 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); GENERAL REFERENCE (130); TEACHING GUIDE (052)

Geographic Source: U.S.; Washington

Journal Announcement: RIEAUG80

This resource guide contains a selection of examples and exhibits concerning different aspects of planning for inservice teacher education. The exhibits were taken from four pilot studies developed by the Teacher Corps. The major activities described are group problem solving, establishment of guidelines for development of an inservice program, and development of a comprehensive plan for program implementation. An exemplary governance structure for an inservice program is outlined, and constraints imposed by agencies involved in the planning process of such programs are discussed. Sample forms which may be used to conduct a needs assessment study and an individualized program are included, as a well as working example of a management plan for an inservice teacher education program. (JD)

ED185030 SP015818

Planning for Inservice Education (Revised). A Management Guide.

Hite, Herb; McIntyre, Pat

Western Washington Univ., Bellingham.

Jul 1978 41p.; For related documents, see SP 015 801, SP 015 803, SP 015 819. The table which is appended may be marginally reproducible.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Washington

Journal Announcement: RIEAUG80

A management plan is outlined for the development of an inservice teacher education program. Suggested roles and responsibilities of key personnel are discussed. Critical decisions and events in the planning process are pointed out, and a management blueprint is included. This revision of an earlier guide also contains a monograph on the generic principles for effective inservice education planning. (JD)

ED185024 SP015803

Planning for Inservice Education (Revised). A Process Guide.

Hite, Herb; McIntyre, Pat

Western Washington Univ., Bellingham.

Jul 1978 93p.; For related documents, see SP 015 801, 818, and 819

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Washington

Journal Announcement: RIEAUG80

This guide presents an overview and a set of specific tasks for the development of a local inservice education program for teachers. Accompanying documents describe a generic model for inservice education, a management scheme for developing the inservice program, and a resource guide of examples and exhibits that may prove helpful to those designing an inservice program. Topics discussed in this document include: 1) the development, implementation, and evaluation of the planning model; 2) the establishment of ownership of the inservice program, including methods of governance; 3) the setting of priorities and goals for the program; 4) the clarification of the roles and participation of the professional staff involved; and 5) the development of the inservice plan into an operating program. (Authors/LH)

ED183560 SP015801

Planning for Inservice Education (Revised). A Monograph.

Hite, Herb; McIntyre, Pat

Western Washington Univ., Bellingham.

Jul 1978 69p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Washington

Journal Announcement: RIEJUL80

This document is part of a revised series of five publications, planning for Inservice Education, which was originally published in 1976 in five units. This introductory monograph provides a discussion of the generic principles of effective planning for inservice education programs. The contents are divided into an overview of the planning model, discussions of the purposes of inservice education and of the planning involved in the design of an inservice program, a set of three case studies of actual programs under way, and a discussion of evaluation methods used to critique inservice teacher education programs. A bibliography is appended. (LH)

ED174617 SP014566

Planning Jointly for Classroom Research.

Carey, Lou M.; Massey, Sara R.

Arizona State Univ., Tempe. Bureau of Educational Research and Services.; New England Teacher Corps Network, Portsmouth, N.H.

.1979 26p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; New Hampshire

Journal Announcement: RIEDEC79

A format is drawn for planning, writing, and assessing a collaborative research proposal. A description is given of the essential sections of a research proposal, and a brief explanation of each is provided. A suggested evaluation procedure is included to use for evaluating and ranking each proposal against established, published standards. These standards are pointed out as useful as proposal development guidelines. A proposal format is included with an informative outline for the contents of each page. (JD)

ED195533 SP017153

Point-Counterpoint Between Federal Policy and Inservice Education Programs in Teacher Corps.

Dumais, Mary Dean; And Others

Center for New Schools, Inc., Chicago, Ill.

Sep 1980 84p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

Contract No.: 300-78-0515

Available from: Distributor, Center for New Schools, 59 E. Van Buren, Suite 1900, Chicago, IL 60605 (No price given).

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); RESEARCH REPORT (143)

Geographic Source: U.S.; Illinois

Journal Announcement: RIEAPR81

Federal policies and local practices pertaining to inservice teacher education were analyzed from four perspectives. A content analysis was made of current inservice literature. The relationship between assumptions about effective inservice education in the literature and in federal government statements was analyzed. A team of researchers compared six Teacher Corps programs in their contexts and demonstrated how uniqueness emerges among programs based on the same federal rules and regulations. An analysis was made of the content of anecdotes written by central staff in Teacher Corps programs to ascertain the importance of certain factors in the transition from policy statements to inservice practice. The relationship between Teacher Corps policy statements and resulting inservice programs was examined. The findings suggest that: (1) There are specific assumptions about effective inservice teacher education, some of which are reflected both in the literature and in federal policy statements; (2) Federal programs based on the same rules and regulations are similar in terms of certain basic processes and different in terms of context-related variables such as content, strategies, and unanticipated critical events; and (3) There is a need for more systematic forecasting related to inservice teacher education because there are discrepancies among literature, federal policies, and local practice. (JD)

ED196923 SP017449

Policy for the Education of Educators: Issues and Implications.

Appignani, Georgianna, Ed.; And Others

American Association of Colleges for Teacher Education, Washington, D.C.

Feb 1981 147p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC06 Plus Postage.

Language: English

Document Type: SERIAL (022); REVIEW LITERATURE (070); POSITION PAPER (120)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEMAY81

With the passage of the Schools of Education Assistance Act as part of the reauthorized Higher Education Act, institutions of teacher education have a long awaited federal mandate for their own redesign and redirection. This legislation provides a principle: that schools, colleges, and departments of education represent a valuable resource for the preparation of educational personnel--not only for the public schools, but also for social services in general. The papers presented in this volume offer a framework for future policies regarding the education of educators, and are organized into four topics: policy development, traditional roles and strengths, emerging needs, and collaborative models. The papers specifically discuss: (1) the need for policy development; (2) the implications of the demographics of teacher education on policy making; (3) the research and dissemination capacity of schools of education; (4) preparing educators for nonschool settings; (5) challenges for schools of education in the 1980's; (6) the educational needs of business and industry; (7) urban education; (8) federal involvement in educational personnel development; (9) intercollegiate collaboration; (10) collaboration between schools of education and other agencies; and (11) perspectives on policy development for teacher education. (CJ)

ED067734 EA004529
Portal Schools Project, First Year Report.
Lutonsky, Linda
Council of the Great City Schools, Washington, D.C.
31 Jul 1972 58p.
Sponsoring Agency: Bureau of Educational Personnel Development (DHEW/OE), Washington, D. C. Teachers Corps.
Grant No.: OEG-0-71-3354(716)
Available from: Council of the Great City Schools, 1819 "H" Street, N. W., Washington, D. C. 20006 (Free)
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEFEB73

This document discusses the theory and philosophy of the Portal School strategy. According to the author, that strategy is a process for making an environment responsive to change; a way of providing a setting in which site, specific and locally determined programs, and theories can be adapted, implemented, and diffused; and a method for closing the credibility gap among representatives of universities, school systems, communities, and professional associations. The author argues that the strategy prescribes the development of improved resources for educating children both at the human (administrators, teachers, university faculty, and paraprofessionals) and material (curriculum) levels in certain schools designated as "Portal." In addition, the report contains material about current activities in the dissemination of information concerning Portal Schools, resource centers and recommendations, a bibliography, and a directory of resource people. (A related document is EA 004 085.) (Author/MLF)

ED062683 EA004085
Portal Schools.
Lutonsky, Linda
Council of the Great City Schools, Washington, D.C.
.1971 38p.
Sponsoring Agency: Bureau of Educational Personnel Development (DHEW/OE), Washington, D. C. Teachers Corps.
Grant No.: OEG-0-71-3354(716)
Available from: Council of the Great City Schools, 1819 "H" Street, N. W., Washington, D. C. 20006 (Free)
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Journal Announcement: RIESEP72

Portal schools, designed to bridge the gap between pre- and in-service education, introduce new curriculums into schools by concentrating the resources of and by encouraging shared responsibilities among universities, public school systems, and communities. As a public school that facilitates change, dependent on each school's needs and resources, it functions as a process for (1) training new personnel and providing a field context for assessing teaching competencies; (2) retraining experienced personnel; (3) adapting researched and tested new curriculums and new teaching patterns and techniques; (4) providing feedback for modifying and evaluating the preservice phases of teacher education and inservice programs; (5) involving the community and parents on voluntary and on professional levels; and (6) diffusing personnel and resources throughout the public school network. Portal schools operated by the University of Georgia, by the city of Philadelphia, and by Florida State University are described briefly. (Author/MLF)

ED082283 EA005329
Portal Schools. Final Report.
Lutonsky, Linda, Ed.
Council of the Great City Schools, Washington, D.C.
.1973 77p.; Photographs may reproduce poorly
Sponsoring Agency: Bureau of Educational Personnel Development (DHEW/OE), Washington, D. C. Teachers Corps.
Grant No.: OEG-0-71-3354(716)
Available from: Council of the Great City Schools, 1707 "H" Street, N.W., Washington, D.C. 20006 (Free)
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEFEB74

The Portal School concept envisions a group of schools established in school systems that work closely with a university and that desire to participate in teacher education. This monograph represents a collection of experiences shared by initial developers of the Portal School strategy -- Florida State University, the University of Georgia, and Temple University -- and Teacher Corps projects in Buffalo, New York; Pueblo, Colorado; and Atlanta, Georgia that have utilized the Portal School strategy. The Portal School strategy brings separate educational institutions together into a working relationship to provide reality-based and field-centered teacher education and improved learning opportunities for children. The strategy has emerged from two different conceptual sources--the competency-based teacher education models projects and the Temple-University-Philadelphia plan. The monograph serves as a final project report and is intended to provide alternative interpretations of how the Portal School strategy can be used to meet local needs. (For related documents, see ED 062 683 and ED 067 734.) (Author/MLF)

ED190971 CG014625
Positive School Learning Climates.
Williams, Vivienne; Krager, Joan M., Ed.
Nebraska Univ., Omaha. Center for Urban Education.; Vermont Univ., Burlington. Teacher Corps Youth Advocacy Loop.
1980 115p.; For related documents see CG 014 626-27.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Contract No.: 300-77-0156; 300-78-0250
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.
Journal Announcement: RIEJAN81

The purpose of this document is to assist the educational community in the development of positive school learning climates through the use of inservice teacher training programs and supportive classroom activities. The five exemplary, short-term seminars designed for school personnel by the Youth Advocacy Loop of the Teacher Corps are described in detail, specifically: (1) the "Administrative University" to help school principals develop individual discipline action plans; (2) the "I-Care" seminar to enhance the counseling skills of teachers; (3) the "Human Interaction Training" program to provide alternatives for dealing with disruptive behavior; (4) the "Alternative Learning Program," an in-school suspension program; and (5) the "Discussion Skills" project to acquaint students with the courtesies required of speakers and listeners. Additionally, an overview of the National Institute of Education's Safe School Study and the report of the California Commission for Reform of Intermediate and Secondary Education and a bibliography on classroom management are provided. (Author/HLM)

ED038368 SP003810
Preparing Elementary Teachers Through Practica and the Cooperative Teacher Corps.
Wichita State Univ., Kans.
1969 9p.; Entry for 1970 AACTE Distinguished Achievement Award in Teacher Education
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEAUG70

This sequential teacher preparation program is designed to increase the effectiveness of the actual student teaching experience by increasing school-university cooperation and coordination through an organization called the the Cooperative Teacher Corps, and by offering a variety of practicum-based experiences prior to student teaching. Governed by a board of directors composed of five elected classroom teachers with the chairman of the department and the coordinator of student teaching as ex-officio board members, the Teacher Corps is open to any teacher interested in the student teaching process, although membership does not assure his participation as supervisor of student teachers. In addition to holding regular inservice conferences, the Corps takes an active role in developing and implementing the variety of practicum-based experiences which begin in the teacher candidate's sophomore year and culminate in student teaching. While enrolled in introductory educational courses, sophomores begin classroom laboratory experiences that range from observation to participation as aides. Following the sophomore year, students enroll in methods courses in which they work directly with teachers and children in designing and conducting teaching-learning situations. Preliminary evaluations of the program indicate increased student enthusiasm and confidence as a result of their experiences, better communication between school and university personnel, and improved feedback and supervisory practices. (JES)

ED205505 SP018715
Primer for Community Education.
Lyday, Jack; And Others
Far West Teacher Corps Network, Bellingham, Wash.
1977 34p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Grant No.: 489AH60390A
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Washington
Journal Announcement: RIEDEC81

Continuous recent Teacher Corps involvement with community-based education has led to a conceptual framework for implementing programs. This framework results in better delivery of services to the community through grass roots community development and the use of school facilities for providing programs. The major role of the community coordinator is to make community residents aware of their needs and to stimulate and coordinate the existing community resources. The coordinator should develop a strong and effective process model and establish school-community and interagency councils. As they develop confidence and experience, these councils gradually become responsible for maintaining an effective community education program. The school-community council can use task forces, a site coordinator, interns, aides, volunteers, institutions of higher learning, state agencies, and the business community to promote program development. A sequential system consisting of needs assessment, goal setting, establishing objectives, designing the program, and monitoring, assessing, and evaluating should be followed. Examples of successful community education activities carried out in Far West Network projects include: community education workshops, involvement in community affairs, bilingual and multicultural education, and interagency coordination. (FG)

ED179012 EA012239
Principals' Forum II.
Bucci, John; Massey, Sara
New England Teacher Corps Network, Portsmouth, N.H.
9 Nov 1979 29p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: CONFERENCE PROCEEDINGS (021); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; New Hampshire
Journal Announcement: RIEAPR80

This report presents the proceedings from an October, 1979, meeting of 29 New England principals involved with Teacher Corps projects. The objectives of the forum were (1) to share school climate improvement techniques, (2) to facilitate relationship building among principals and project directors, (3) to share information on school discipline policies, and (4) to discuss practices used for intern and team leader involvement in schools. The report is intended to provide a permanent record of the meeting for use in contract reporting and to serve as a reference for project directors as they continue their onsite staff development efforts. (Author/JM)

ED183500 SP015228
Principles and Conditions of Field Based Learning.
Pine, Gerald
New England Teacher Corps Network, Portsmouth, N.H.
14p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); POSITION PAPER (120)
Geographic Source: U.S.; New Hampshire
Journal Announcement: RIEJUL80

This paper discusses some generic humanistic principles and conditions of learning which should undergird a field based educational and staff development process designed to enable teachers in a variety of situations, circumstances, and schools to improve themselves personally and professionally. (Author/JD)

ED100917 SP008846
Problem Solving: An Instructional Module.
Sikula, John P.
Jul 1971 9p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEMAY75

This module is designed for Teacher Corps interns to develop problem-solving skills through actually engaging in problem-solving activities. Role playing and individual and small-group problem-solving activities are presented to give interns experience in resolving the kinds of problems which they are likely to encounter when they get into the classroom. (The document includes descriptions of the following: preassessment of intern experience, performance-based behavioral objectives, instructional activities, instructional alternatives, materials, and postassessment--through the use of video tape recordings, remediation, and student feedback.) (JA)

ED153308 95 EA010474
Problems and Processes of Inservice Education. The Experiences of Seven Teacher Corps Projects.
Cooper, James M., Ed.
Southeastern Teacher Corps Network, Atlanta, Ga.
1977 86p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Grant No.: G007603500
Available from: Southeastern Teacher Corps Network, Atlanta University, 223 Chestnut Street, S.W., Atlanta, Georgia 30314 (free)
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Document Type: BOOK (010)
Journal Announcement: RIESEP78

This publication contains nine papers that speak to problems related to the design and implementation of inservice education programs. These problems were ones that the authors discovered and faced as they operated their respective Teacher Corps projects. Each paper identifies a problem related to inservice education, presents solutions that were attempted in the projects, and describes the inservice activities related to solving the problem. While these problems, solutions, and activities were set within Teacher Corps projects, they are generic in the sense that virtually all inservice programs face the same kinds of problems. The problems dealt with include cooperation between colleges, school districts, and individual schools; teacher involvement; the formulation of collaborative objectives; community involvement; release-time for teachers; the use of volunteer substitutes to provide release-time; and the relationship between pupil achievement and teacher performance. (Author/IRT)

ED126011 SP010191
Problems in Analyzing Dynamic Events in Teacher Education.
Romberg, T. A.; Fox, G. T.
Office of Education (DHEW), Washington, D.C. Teacher Corps.
20 Apr 1976 20p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 20, 1976)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIENOV76

Activities of the Teacher Corps' "Corps Member Training Institute" (CMTI) were studied to illustrate methods of inquiry which can be adapted to the study of teacher training events to capture some of the reality of these events. For the CMTI, a Study Team was mandated to demonstrate the impact of the Institute (identify, document, judge, and communicate features). The Study Team interpreted this mandate to mean demonstrate the salient features in an evolving, interactive, teacher training event so that the features could be adapted for use in other teacher training situations. By identifying procedures that captured the patterns of interactions, the reality of the event being examined was reflected. The team rejected standard methodologies as not useful because they fail to provide adequate information about the dynamics of the event and because too little useful information is uncovered that could be used in replicating features of the event. They found that a useful collaborative technique for identifying the important characteristics of teacher training events is a combination of a multilevel data gathering approach, a time-series design, field study procedures involving observation, interviews, and photography. (MM)

ED177088 SP011587
Proceedings of the National Conference on Collaboration.
Florida Univ., Gainesville. Coll. of Education.
Feb 1974 267p.
Sponsoring Agency: Multi-State Consortium on Performance-Based Teacher Education, Albany, N.Y.; Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC11 Plus Postage.
Language: English
Document Type: CONFERENCE PROCEEDINGS (021); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB80

This collection focuses on the issue of collaboration in teacher education. Essays, program descriptions, materials development reports, and educational policy discussions debate the role collaboration may play, and argue the relative effectiveness of various programs based on cooperative effort of different genres. The Florida model in particular is examined. Micro-teaching, performance-based educational principles, and effective organizational design of collaborative programs are treated. The proceedings include statements by a panel of experts in the field of collaborative education as well as presenting four different case studies. (LH)

ED190649 TM800446
Proceedings of the Symposium on Minimum Competency Testing (Philadelphia, Pennsylvania, October 24-25, 1979).
Mid-Atlantic Teacher Corps Network, Philadelphia, Pa.; Temple Univ., Philadelphia, Pa. Coll. of Education.
24 Oct 1979 206p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Contract No.: 300-78-0326
EDRS Price - MF01/PC09 Plus Postage.
Language: English
Document Type: CONFERENCE PROCEEDINGS (021); POSITION PAPER (120)
Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIEDEC80

The conference's keynote address is presented by Bernard C. Watson. Papers include: Vantage from the State Department of Education, by Robert G. Scanlon (Pennsylvania); Minimum Competency: As the Public Sees the Question, by Jacqueline Grennan Wexler; Minimum Competency Testing (MCT): A Tripartite Response from the Profession, by W. James Popham; MCT: a Dissenting View, by Arthur E. Wise; Summary of Findings and Recommendations from a National Survey on Minimum Competencies, by Richard M. Bossone; Accountability: The Job of the Local Education Agency, by Jean F. Emmons (Trenton, N.J.); Text of Comments, by United States Representative William H. Gray, III; Problems of Implementation of Minimum Competency Requirements, by Luis Mercado (New York, N.Y.); Problems of Implementation of a State Level Perspective, by John W. Porter (Michigan); The New ABC's for a New Educational Agenda, by Chuck Stone; An Inside-Outside View of a Minimum Competency Program, by Haron J. Battle (Gary, IN); MCT: A Workable Approach, by Barry B. Beal (Denver, CO); Competency Testing, Problems and Solutions: A Legal Perspective, by David G. Carter, Sr.; MCT: Problems and Solutions for the Eighties, by Carol Anne Dwyer; and Minimum Competency: a National Responsibility, by Robert L. Ebel. (GDC)

ED089917 RC007833

Proceedings: Indian Education Conferences (13th and 14th, Arizona State University, Tempe, Arizona, 1972 and 1973).

Woods, Doris, Ed.

Arizona State Univ., Tempe. Bureau of Educational Research and Services.; Arizona State Univ., Tempe. Indian Education Center.

1973 133p.; Educational Service Bulletin No. 47

Available from: Bureau of Educational Research and Services, Arizona State University, Tempe, AZ 85281 ($3.00)

EDRS Price - MF01/PC06 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEAUG74

The proceedings of 2nd annual American Indian Education Conferences are presented in this report. The 1972 conference covered community action, the Bureau of Indian Affairs (BIA) scholarship and boarding school programs, Navajo education programs, the San Juan School District (Utah), BIA employment assistance programs, Federal programs, Navajo-Hopi Teacher Corps, the Gila River Career Center (Arizona), and the community school concept and local control of education on the Hopi Reservation. Topics covered in the 1973 conference include Federal legislation affecting Indian education, research in Indian education, Indian health and educational programs, local administration of Hopi Reservation schools, Indian Educational Associations, Johnson-O'Malley Programs in Arizona, and service and projects of the Arizona Indian Student Association. It is noted that every effort has been made to preserve the intent and speaking style of the participants. (PS)

ED100943 95 SP008874

Professional Ethics for the Educator. Affective 12.0.

Borgers, Sherry B., Comp.; Ward, G. Robert, Comp.

Houston Univ., Tex. Coll. of Education.

15p.; For related documents, see SP 008 803-806, 867-873, and 875

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEMAY75

This exploratory module is designed to familiarize the learner with the NEA (National Education Association) Code of Ethics. Teaching situations are presented enabling the learner to decide upon an action if he/she were the teacher in the situation. The learner's decision is then discussed in relation to the NEA Code. (MJM)

ED208221 CE030338

Program Evaluation and the Management of Change Using the Individual as a Frame of Reference.

Cates, Debra M.

30 Oct 1981 48p.; Paper presented at the Adult Education Associaton Conference (Anaheim, CA, October 30, 1981).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)

Geographic Source: U.S.; Nebraska

Journal Announcement: RIEMAR82

The Omaha Teacher Corps Project has developed a comprehensive evaluation plan involving not only concrete data but individual behavior as well. Its evaluation program consists of seven levels of evaluation: inputs, activities, participation, reaction, learning, practice change, and end result. (Six exhibits illustrate the logistical matters concerned with data collection and documentation of each level.) One component of the evaluation process is the Concerns-Based Adoption Model (CBAM), a model that uses the individual as its frame of reference. It views the change process within formal organizations as entailing the individual's moving through several identifiable Stages of Concern about the Innovation and eight Levels of Use of the Innovation. Levels of Use are assessed using a validated, focused-interview process. A 35-item questionnaire and an open-ended concerns statement have been developed to measure Stages of Concern. This concerns-based approach is a diagnostic-prescriptive one that takes place within the context of the school/college where the change is occurring. The Stages of Concerns questionnaire can be used to evaluate learning; the Levels of Use of the Innovation can be used to determine extent of adoption of the innovation. (Instruments are appended.) (YLB)

ED187731# TM800226

Program Evaluation at HEW: Research versus Reality. Part 2: Education.

Abert, James G., Ed.

1979 403p.

Available from: Marcel Dekker, Inc., 270 Madison Avenue, New York, NY 10016 ($39.75)

Document Not Available from EDRS.

Language: English

Document Type: BOOK (010); COLLECTION (020); RESEARCH REPORT (143)

Geographic Source: U.S.; New York

Journal Announcement: RIEOCT80

Intended for both the student and the practitioner of evaluation, this book describes the state of the practice of program evaluation. Its focus is mainly institutional. Results of evaluation studies are of secondary importance. An introductory chapter written by the editor discusses evaluation at the Office of Education from 1967 through 1973. The remainder of the book consists of eight case studies, as follows: (1) Evaluation of "Sesame Street": Two Case Studies, by Gerry Ann Bogatz; (2) Evaluation of the Effectiveness of Compensatory Education Funded by Title I, ESEA, by Kenneth F. Gordon and Barbara J. A. Gordon; (3) Evaluation and Evaluative Research in an Urban Bilingual Program, by Robert J. Cahill and Joseph J. Foley; (4) Migrant Education, by Jack Harbeston; (5) The OEO Experiment in Educational Performance Contracting, by Horace W. Ray and others; (6) Evaluation with an Experimental Design: The Emergency School Assistance Program, by Robert L. Crain and Robert L. York; (7) Teacher Corps, by Robert H. Crosby; and (8) Evaluations of Upward Bound for the Office of Economic Opportunity. (Author/CTM)

ED186392 SP015927

Programmatic Issues in Teacher Education: The Texas Teacher Corps Experience.

Olivarez, Ruben Dario, Ed.

Texas Univ., Austin. Coll. of Education.

1975 98p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

Grant No.: OEG-0-72-1121(715)

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Texas

Journal Announcement: RIESEP80

Various aspects of program planning and implementation in the Texas Teacher Corps Network are explored. The following topics are covered: 1) program conceptualization and design; 2) intern and team leader recruitment; 3) Teacher Corps experiences dealing with graduate admission processes and their implications for change; 4) management of Teacher Corps programs; 5) Teacher Corps projects in different sociocultural environments; 6) characteristics of an instructional system for the training of Teacher Corps interns; and 7) problems of effectively assessing teacher competencies. (JD)

ED020272 UD005788

PROGRAMS FOR THE DISADVANTAGED AT HUNTER COLLEGE.

GOLD, MILTON J.

MAR1967 2P.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: CUMREPT

DESCRIBED ARE THE PROGRAMS OFFERED BY HUNTER COLLEGE IN NEW YORK CITY FOR TRAINING TEACHERS OF THE DISADVANTAGED. HUNTER OFFERS (1) SPECIALIZED TRAINING COURSES, (2) PROGRAMS FOR TEACHERS OF PUERTO RICAN CHILDREN, AND (3) VARIOUS NATIONAL DEFENSE EDUCATION ACT INSTITUTES ON READING IMPROVEMENT, URBAN EDUCATION, SCIENCE TEACHING, ENGLISH TEACHING, AND HEAD START PERSONNEL TRAINING. THE COLLEGE ALSO OPERATES A NATIONAL TEACHER CORPS UNIT AND AN INSERVICE PROGRAM TO INDUCT TEACHERS INTO SCHOOLS WHICH ARE DIFFICULT TO STAFF. THE EDUCATION DEPARTMENT OF THE COLLEGE HAS ALSO PARTICIPATED IN A PROJECT TO HELP DISADVANTAGED STUDENTS TO GAIN ADMISSION TO THE CITY COLLEGES. HUNTER'S ELEMENTARY AND HIGH SCHOOLS FOR GIFTED CHILDREN HAVE RECENTLY ADMITTED A NUMBER OF DISADVANTAGED STUDENTS WITH UNDEVELOPED POTENTIAL. THIS ARTICLE WAS PUBLISHED IN "PHI DELTA KAPPAN," VOLUME 48, NUMBER 7, MARCH 1967. (NH)

ED203482 EA013672

Project Manual for Recruitment and Selection of Teacher Interns.

Mayfield, Renee, Ed.

Teacher Corps Recruitment and Community Technical Resource Centers, Washington, D.C.

Feb 1980 135p.; Some pages may not reproduce clearly due to broken print of original document.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

Contract No.: 300-790-312

EDRS Price - MF01/PC06 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIENOV81

As an aid to local project staffs and constituent groups, the Teacher Corps' four Recruitment and Community Technical Resource (RCTR) Centers compiled these guidelines and resource materials for the recruitment, selection, and support of project interns. The manual's first section discusses inclusion of intern recruitment and selection in local projects' overall planning, and also gives the text of federal regulations governing Corps interns. The following three sections describe the technical assistance in recruitment, selection, and support available to local projects from the RCTR Centers, including such aids as national recruitment, local publicity advice, identification of applicants with special credentials, and help with interns' state certification. They also present guidelines for local recruitment and selection procedures, involving use of the mass media, special materials, timelines, interviewing, recruitment and selection committees, and other activities. The final section, plus three additional appendices, provide sample recruitment and selection materials from local projects and the RCTR Centers. (Author/RW)

ED157879 SP012878

Project Train: Teacher Corps Cycle X.

Hartford Public Schools, Conn.; Hartford Univ., West Hartford, Conn.

1976 9p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEDEC78

Project TRAIN (Training and Reinforcement to Answer Individual Needs) is an inservice training program collaboratively conducted by the University of Hartford and the Hartford Public School System. The project serves a large innercity elementary school populated principally by low income Spanish speaking and black students. The immediate objective of the project is to train/retrain urban teachers, interns, and paraprofessionals to more effectively meet the individual needs of multiethnic pupils and parents of low income families. An important component of the program is parental involvement and adult education courses provided by the participating school and university personnel. (JD)

ED207951 SP018718

Promoting Classroom Teacher Research.

Eade, Gordon E.; Peake, Ronald E.

.1980 10p.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Florida

Journal Announcement: RIEFEB82

A cooperative effort by the Teacher Corps, the University of West Florida, the Okaloosa School District Teacher Center and community members resulted in a graduate program for 34 elementary and secondary teachers at a rural school. This program was created after a self-study of a local school and the surrounding community indicated that school community cooperation, student motivation, student performance, and discipline policies could be improved. The two-year academic program was designed to provide experiences and activities through three major avenues: (1) core courses in such areas as multicultural education and classroom management; (2) seminars or independent study geared to individual needs; and (3) action research projects conducted around an individual's chosen area of specialization. The core courses were completed during the first year, after which participants identified specific areas of community, school, classroom, and personal needs to be studied. University advisors provided group instruction and assistance in action research skills. A research seminar was held during the first year to refine the participants' organization and strategy skills through group discussion. Forty completed projects were presented by the researchers at a colloquium, an event that will occur annually in an effort to motivate and institutionalize classroom research. (FG)

ED195542# SP017168

Providing Leadership for Staff Development and Inservice Education. Professional Development 6.

Edelfelt, Roy, Ed.; Johnson, Margo, Ed.

National Council of States on Inservice Education, Syracuse, N.Y.

1980 134p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

Document Not Available from EDRS.

Language: English

Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141); SERIAL (022)

Geographic Source: U.S.; New York

Journal Announcement: RIEAPR81

Six papers on the current and future state of inservice teacher education are presented in this monograph. In the first paper, a futuristic approach to what will comprise an educated person in the years to come envisions holistic education with an emphasis upon service to humankind and realization of world peace. An examination of the fundamental needs of teachers in the second paper indicates that teachers need inservice programs that will provide an awakening interest in learning for its own sake, and encouragement for individual creativity. The third paper points out that the quality of the learning climate stems basically from the teacher's educational values. The fourth and fifth papers provide thoughts on positive images for schools of education. The final paper offers considerations on the continuous learning aspect of inservice education and the importance of federal committment to staff development. (JD)

ED071208 EC050278

Psychology and the Process of Schooling in the Next Decade: Alternative Conceptions.

Reynolds, Maynard C., Ed.

Sep 1971 275p.; Conference Proceedings held December 13-17, 1970, Washington University

Sponsoring Agency: Bureau of Educational Personnel Development (DHEW/OE), Washington, D. C. Teachers Corps.

Grant No.: OEG-0-9-336005(725)

Available from: Department of Audio-Visual Extension (University of Minnesota), 2037 University Avenue, S. E., Minneapolis, Minnesota 55455 ($3.50)

EDRS Price - MF01/PC11 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEMAY73

Presented are six papers (and prepared responses) from the conference on psychology and the process of schooling at which psychologists and educators discussed ways that psychology could be applied in the schools whether or not it was practiced directly by persons who were called psychologists. Dr. L. Kohlberg's paper explains an interactional view of learning that draws from J. Dewey's philosophy and J. Piaget's developmental theory of learning stages. Dr. C. Backman considers three topics: the view of intelligence as a gradually accumulated fund of skills interacting with social experience, the effects of social climate on student performance, and the idea of the classroom as a work group with group as well as individual goals. Dr. O. Lindsley advocates the role of teacher adviser for school phychologists and discusses how the role becomes feasible through behavioral management procedures incorporating charts and curriculum rewards. Current brain behavior research is related to educational problems by Dr. K. Pribram who also advances the idea of teaching subject matter as languages, or systems of codes, by which internal communication is facilitated. Dr. D. Blocher emphasizes the importance of the affective dimension in education. Dr. S. Sarason notes problems in teacher preparation caused by the lack of a productive theory of the change process. (GW)

ED200081 HE013542
Public Policy and the Financing of Higher Education in New York. Hofstra University Yearbook of Business, Series 15, Volume 6, 1980.
McKeough, William, Ed.
Hofstra Univ., Hempstead, N.Y.
1980 500p.
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: EVALUATIVE REPORT (142); COLLECTION (020)
Geographic Source: U.S.; New York
Journal Announcement: RIEAUG81

Financing of higher education in New York and the public policies which impinge on, influence, and are reflected in the process are explored in this preliminary probe. Chapters include: The Need for the Study (N. J. King); Implications of Tax Policy (Mark Segal); Institutional Tax Exemptions and Tax Benefits (Steven A. Cohen); State Institutional Assistance (Philip Hanfling); Conditional Institutional Funding (Philip M. Iovino); Student Assistance: The Basic Education Opportunity Grant (Alphonse Mekalainas); Student Assistance: Teacher Corps; Upward Bound; TAP; Fellowships (Donald Ferranti); Student Assistance--NDEA and Other Loans: Regents Scholarships (Carol Bernard); Planning, Cooperation, and Resource Allocation (Felix Lettieri); Regulation Compliance Costs Cooperative Savings (Eugene DeClue); Indirect Institutional Funding: The G.I. Bill (Roger R. Ehrler); Institutional Regulation Under Public Policy, with Financial Consequences: Accreditation (Richard Nelson); and Institutional Regulation Under Public Policy, with Financial Consequences: Collective Bargaining in Higher Education (Richard Nelson). Several omissions are noted in the study, namely: (1) the impact of student consumerism, (2) the role played by "auxiliary enterprises," (3) unionization, (4) direct funding, and (5) certain imputed influences, not amenable to traditional research analysis. References and bibliographies are provided for each section. (LC)

ED085466 UD014025
Puerto Rican Pupils: A Bibliography.
Zirkel, Perry Alan, Comp.
Hartford Univ., West Hartford, Conn. Coll. of Education.
Sep 1973 67p.; Teacher Corps Cycle VII Bilingual Project
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEAPR74

The materials listed in this bibliography are intended as a resource for teachers and other persons concerned with improving the educational opportunities of Puerto Rican pupils on the mainland as well as those on the island. The listing has breadth and variety, but is not exhaustive. Materials included for each category, moreover, are not only about but also for Puerto Rican students. The first category, "Books," lists those in English and those in Spanish separately, and has a section on children's literature. The second cateogry, "Audiovisual Materials," lists films, filmstrips, recordings, and "others." The next two categories are "Self-Contained Research Studies" and "Periodical Articles," respectively. The last category lists bibliographies for and about Puerto Rican students. (RJ)

ED078111 UD013644
Pupil Performance in Elementary Schools of Atlanta, Georgia. Research and Development Report, Volume 6, Numbers 20-23, 28-29, 31-32, 40-41, and 46.
Atlanta Public Schools, Ga.
1973 338p.
EDRS Price - MF01/PC14 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEOCT73

Nine of the 11 elementary schools had supportive programs funded under Title I of the 1965 Elementary Secondary Education. Title I programs typically entailed the employment of additional teachers and paraprofessional school personnel. One school participated in the Education Professions Development Act project, a cooperative effort between the Atlanta Public School System and Atlanta University. One school employed two college students to work with teachers of the second and third grades to provide reading activities for educationally deprived pupils; this was funded as a part of Project Concern. Ten schools participated in the Comprehensive Instructional Program, a locally funded program focusing on the area of reading in grades one through three and on math in grades four through six. Two schools participated in the Emergency School Assistance Program, which focused on the improvement of educational opportunities in mathematics in the lower one-third in achievement and in improving community relationship. One school participated in the Instructional Assistance Program. Seven schools participated in the Career Opportunities Program, a training program for selected paraprofessionals. Six schools participated in the Model Cities Educational Component. One school participated in the Teacher Corps program. (JM)

ED081864 UD013751
Pupil Performance in the Elementary Schools of Atlanta, Ga. Research and Development Report, Volume VI, Numbers 24 and 34. April and May 1973.
Atlanta Public Schools, Ga.
May 1973 84p.
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEJAN74

Part one of this two-part report focuses on the supplementary programs, partially funded under Titles I and IV of the 1965 Elementary Secondary Education Act, at Mary McLeod Bethune Elementary School. The faculty at Bethune chose to focus on the primary clusters--kindergarten, first, second, and third grades--for evaluation. Special emphasis was placed on instructional methods. The purpose of supplementary programs are to enhance and expand existing school services; to provide a vital link between school, parent, and community; and to help achieve the stated goals and objectives of the school. Bethune had four special programs: Title I, Title IV-A, Teacher Corps, and the Comprehensive Instructional Program. Part two of this report focuses on the supplementary programs, partially funded under Title I of the 1965 Elementary Secondary Education Act, at Thomasville Heights Elementary School. Four projects were utilized as resources in support of the instructional program: Comprehensive Instructional Program; E.S.E.A., Title I; Career Opportunities Program; and Instructional Assistance Program. Each of these projects contributed services designed to meet certain needs of the pupil population. At both schools, variables measured during the evaluation process included pupils' self-concept, academic achievement in reading, and openness of organizational climate. (Author/JM)

ED018006 EA001207
"QUESTIONS AS BIG AS THE WORLD AND AS ENDURING AS ETERNITY."
MORSE, WAYNE
14NOV1967 10P.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: CUMREPT

NATIONAL INTEREST CALLS FOR MORE ADEQUATELY MEETING OPERATIONAL AND CAPITAL COSTS OF HIGHER EDUCATION. SOME OF THE CONSEQUENCES OF THE DECREASED FEDERAL AID TO EDUCATION ARE DISCUSSED AND PROPOSALS FOR POLICY CONSIDERATIONS ARE ADVANCED. AMONG THE AREAS MOST INFLUENCED BY INADEQUATE FEDERAL SUPPORT ARE SCHOOL LUNCH PROGRAMS, COMMUNITY SERVICES, UNIVERSITY EXTENSION PROGRAMS, NDEA FELLOWSHIPS, FACILITIES CONSTRUCTION, THE INTERNATIONAL EDUCATION ACT, THE TEACHER CORPS, AND THE ELEMENTARY AND SECONDARY EDUCATION ACT. PROPOSALS ADVANCED FOR POLICY CONSIDERATION INCLUDE--(1) AID PROPOSED SHOULD ENCOMPASS BOTH PUBLIC AND PRIVATE INSTITUTIONS OF HIGHER EDUCATION, (2) RECOGNITION SHOULD BE GIVEN TO THE ADVISABILITY OF EXTENDING SUPPORT TO ALL INSTITUTIONS OF HIGHER EDUCATION, (3) PROVISION SHOULD BE MADE FOR EQUITABLE DISTRIBUTION OF AID TO ALL GEOGRAPHICAL AREAS OF THIS COUNTRY IN TERMS OF THE STUDENTS EACH INSTITUTION SERVES, (4) RECOGNITION SHOULD BE GIVEN TO THE COSTLY NATURE OF RESEARCH ACTIVITIES, AND ADDITIONAL LEVELS OF COMPENSATION SHOULD BE AWARDED FOR THIS PURPOSE, AND (5) IN ADOPTING A PROGRAM, IT WOULD BE WELL TO INCORPORATE INTO THE FORMULA A MAXIMUM CEILING FOR FUNDING IN ANY ONE YEAR TO ANY ONE INSTITUTION. THIS ADDRESS WAS DELIVERED TO THE GENERAL SESSION OF THE JOINT CONVENTION OF THE NATIONAL ASSOCIATION OF STATE UNIVERSITIES AND LAND-GRANT COLLEGES AND THE ASSOCIATION OF STATE COLLEGES AND UNIVERSITIES (COLUMBUS, OHIO, NOVEMBER 14, 1967). (HW)

ED202173 EA013632
Rationale for Community Volunteers in Schools.
Mesa, Pete
Howard Univ., Washington, D.C. Eastern Teacher Corps Recruitment and Community Technical Resource Center.
Aug 1980 21p.; Prepared in collaboration with the Texas Teacher Corps Network.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Contract No.: 300-79-0312
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); POSITION PAPER (120)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEOCT81

In seeking to provide Teacher Corps personnel with resource materials that can be utilized in establishing school volunteer programs, this booklet offers a brief history of volunteerism in American schools, reasons for establishing volunteer programs, and information about where and how to recruit volunteers. Volunteerism was an early tradition in the American educational system, but has declined as schools have become more institutionalized and subject to the control of professional educators. As retrenchment becomes a byword in school finance, volunteers can help to compensate for inequality of educational opportunities resulting from inadequate resources and to provide services to children with unique and special needs. Successful recruitment of volunteers depends on the clear communication of the positive impact such a program can have on student learning. Recruitment strategies must consider changing social conditions, such as the growing number of working mothers. If a volunteer program is presented as an opportunity to gain skills and experience, or to obtain or upgrade a job, participation will be more widespread. (Author/WD)

ED203481 EA013671
RCTR Centers' Community Based Education Training Conferences.
Schwartz, Henrietta; And Others
Georgia Univ., Athens. Southeastern Teacher Corps Recruitment and Community Technical Resource Center.
Aug 1980 95p.
Sponsoring Agency: Office of Education (ED), Washington, D.C. Teacher Corps.
Contract No.: 300-79-0311
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: CONFERENCE PROCEEDINGS (021); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Georgia
Journal Announcement: RIENOV81

To strengthen community involvement through leadership development, the Teacher Corps' four regional Recruitment and Community Technical Resource (RCTR) Centers in 1979 each presented a "Community Based Education Training Conference" for their local project staffs and community council leaders and members. This report summarizes conference planning, structure, and results in order to share findings and information with Corps project participants and to help them design local training sessions. The first of five chapters gives an overview of conference design and documentation and of the RCTR Centers' technical assistance roles. Chapter 2 describes the national and regional planning process that generated the sessions common to all four conferences as well as those unique to each conference. Both the common and unique sessions are examined in detail in chapter 3, along with data on conference participants. Chapter 4 analyzes eight aspects of each conference's "culture" and the shared beliefs and behaviors that were developed as a result. Chapter 5 assesses both successful and unsuccessful aspects of the conferences and suggests improvements. (Author/RW)

ED144867 95 SO010281
Reach: A Multicultural Education Resource Handbook for the San Francisco Bay Area.
Sykes, Vivian; Tricamo, Terese
Stanford Univ., Calif. School of Education.
Jun 1977 51p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Contract No.: OEG-G007502009
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: BIBLIOGRAPHY (131)
Journal Announcement: RIEFEB78

The guide will help elementary and secondary school teachers to identify resources for multicultural education in the San Francisco Bay Area. Over 250 entries are included about American Indians, Mexican Americans, Chinese and Japanese Americans, Greek Americans, Jews, and Afro Americans, the groups most thoroughly represented. Almost every entry includes a paragraph-length description of its educational value, specific ethnic group focus, grade level applicability, and unique features. Among the 18 places to go are tours, museums, and cultural centers providing artifacts, publications, exhibits, and food. Publishers whose materials stress ethnic identity and whose publications are bilingual are included in the next section, as well as books, bibliographies, readers, journals, calendars of local events, and bookstores. Over 30 newspapers, radio and television stations are described in the media section. Among the 73 educational facilities are college-sponsored ethnic studies groups and curriculum programs. Over 100 organizations and resource people include chambers of commerce and teachers of ethnic dances. An appendix explains what teachers should look for in evaluating multicultural education materials. (AV)

ED047019# TM000406
Reactionnaire.
McCahon, David; And Others
Pittsburgh Univ., Pa. School of Education.
1969 5p.
Available from: Part of TM 000 368; not available separately
Document Not Available from EDRS.
Language: ENGLISH
Journal Announcement: RIEMAY71

The teacher interns participating in the Pittsburgh Teacher Corps Pre-Service Program are divided into groups for training. This questionnaire was designed to elicit responses from their trainers regarding group atmosphere, relationships, interactions, activities, and progress during each separate session attended by each group. Trainers also indicate any changes noted in the group, and the direction of such changes (from Hostility to Friendliness, for example) during a session. After each question, the trainer is asked to comment on his perception of the factors causing the change (or the lack of change). (CK)

ED158229 CS004268
Reading in the Middle School Using an IGE/Teacher Corps Instructional Model.
Golub, Lester S.
May 1978 14p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150)
Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIEJAN79

Combining goals from Teacher Corps and Individually Guided Education Programs, this paper presents seven mutually exclusive goals for teachers of middle school reading programs. They are: teachers will learn to conduct a needs assessment; teachers will involve parents and the community; teachers will use multicultural considerations in the reading program; teachers will use individualized diagnostic/prescriptive instructional approaches; teachers will work collaboratively with school staff, parents, faculty, Teacher Corps interns, student teachers, and students; teachers, with student and parent involvement, will evaluate students' progress toward learning objectives; and each teacher's performance will be observed and critiqued for continuous improvement of the reading program. The statement of each goal is followed by suggestions for implementation. (TJ)

ED109591 CS001625
Reading Skills Development: An Instructional Module.
Toledo Univ., Ohio.
1972 70p.
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEDEC75

This instructional module is designed for Teacher Corps interns who need to know how to effectively teach reading development skills to inner-city elementary school children. The first part of the document is a brief overview of reading in the elementary school and includes a flow-chart and the rationale and objectives of the Teacher Corps Program. The following four fields of a total reading program are described: basic developmental reading, reading in the content fields, recreational reading, and remedial reading. The second part of the document is a module for skill development in reading. The third part of the document is a module for diagnosis of reading abilities. The final section of the document covers miscellaneous topics and skills, such as spelling, writing, choric speaking, questioning, psychological foundations of reading, and readability. (TS)

ED176242 CS005023
Reading to Children: One in a Series of Parent Training Workshops. A Mini-Course. Trainer's Manual.
Burgess, Joanne
Maine Univ., Farmington.
Jun 1979 37p.
Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Teacher Corps.
Contract No.: 451AH60892; G007700127; G007700128
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S.; Maine
Journal Announcement: RIEFEB80

The purpose of the mini-course described in this training manual is to provide parents with information and techniques that emphasize the importance of reading to children and to increase their proficiency in handling the task. The manual includes descriptions of the complete course, its objectives, recommended readings, lists of handouts and teaching aids, and its various sessions. Copies of the slides and transparencies used in the course are also included. (FL)

ED180379 HE012116

Reauthorization of the Higher Education Act and Related Measures, Part 5. Hearing Before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, Ninety-Sixth Congress, First Session. (Wayne, Michigan, on May 25, 1979).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

May 1979 329p.; Not available in paper copy due to marginal legibility of original document

Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: LEGAL MATERIAL (090)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEMAY80

Government: Federal

Transcripts of hearings before the House Subcommittee on Postsecondary Education concerning the reauthorization of Title V of the Higher Education Act, the Teacher Corps and Teacher Training Programs, are presented. The Teacher Corps program is intended to act as a supplement to Title I of the Elementary and Secondary Education Act by broadening teacher preparation programs through cooperative arrangements with local school districts, colleges, and universities. It also involves programs to assist local school districts and institutions of higher education in operating teacher centers designed to improve school curricula and the inservice development of teachers. The hearings, held in the State of Michigan, focus on Teacher Corps and Teacher Center programs in that state. Testimony is presented from representatives of Michigan colleges and universities, school districts, and state programs, as well as by representatives of national programs and the federal government. (SF)

ED138650 TM006315

Reflections Upon the Use of Time-Series Design and Analysis for Program Evaluation.

Fox, G. Thomas, Jr.; And Others

Apr 1977 65p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIESEP77

An alternative evaluation procedure is critiqued that utilizes both a time-series design and a time-series data analytic procedure. The bases for this critique are the authors' experiences and reflections upon their involvement in a recently completed evaluation project that used a time-series approach. The study was a sixteen month evaluation of a one month training event and its impact on teacher trainees during the following school year. The study was sponsored by Teacher Corps, Washington. The one month training session was the Teacher Corps Member Training Institute (CMTI) held in July, 1975. The critique of the time-series design and the supporting data analytic procedure focuses upon their application to program evaluation. Three questions are posed and answered in this critique: (1) What is time-series description and time-series analysis?, (2) What can time-series design and analysis tell the evaluator? (i.e., Are there certain kinds of evaluation questions that are especially applicable to a time-series design and analysis?), and (3) How can one make time-series design and time-series analysis work in an evaluative setting? (i.e., some practical considerations and limitations when applying the time-series design and analysis to program evaluation). Where applicable, examples are used from the CMTI evaluation study. Time-series is suggested to be an alternative evaluation design and data analytic procedure that can be especially applicable to evaluators who wish to illuminate the process and the impact of an educational program as well as measure its effect in terms of intended outcomes. (Author/RC)

ED097329 95 SP008491

Related Problems and Strategies for the Development and Implementation of CBTE Programs.

Masla, John A.; Arends, Robert L.

State Univ. of New York, Buffalo. Coll. at Buffalo.

Feb 1973 24p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEFEB75

This paper discusses aspects of competency-based teacher education in order to provide useful information for developers. Some essential elements of a competency-based program are described, and three approaches for bringing about programmatic and organizational changes necessary for competency-based program development are defined. Advantages and disadvantages are listed for each of these approaches. Problems that reflect a variety of strategies employed in programs at the State University College in Buffalo, New York are identified and discussed: (a) the identification and verification of competencies, (b) the development of a delivery system, (c) the initial involvement of faculty, (d) the degree of field-centeredness, (e) the dilemma of assessment and record keeping, and (f) scheduling for individualized and self-pacing instruction. A five-item bibliography is included, and "Handbook for the Development of Instructional Modules in Competency-Based Teacher Education Program" is appended. (PD)

ED185049 SP015908
Relationships of Inservice Training to Classroom Teaching Models, Management Styles, and Student Achievement.
Spaulding, Robert L.
Apr 1980 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 10, 1980).
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)
Geographic Source: U.S.; California
Journal Announcement: RIEAUG80

The impact of Teacher Corps inservice training on classroom management and instruction is outlined. Various indexes and measures of presage and process variables are described and their probable influence on student achievement in reading and mathematics is specified in a series of hypotheses. The relationships of presage variables to process variables were examined by zero-order correlations. The possible generalization of training to the natural teaching styles of the teachers was tested with a correlated t-test. The influence of teaching models and classroom management procedures, as taught in the Teacher Corps inservice training activities, on the achievement of pupils was examined by multiple regression analysis. Results of the study are presented in both narrative and tabular form and the instruments used in the research are appended. (Author/JD)

ED087746 SP007730
Report of an Urban Education Reform Experiment: Problems and Promises. Section II: Project Evaluation. Supplement to the Final Report of the 5th Cycle Teacher Corps Project.
Rippey, Robert M.
Illinois Univ., Chicago. Chicago Circle Campus.
Aug 1972 236p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Journal Announcement: RIEJUN74

This document recounts the efforts of an urban college of education (the one at the University of Illinois/Chicago Circle) to develop a cooperative program in urban teacher education. It deals with the origin of the project, operational problems encountered, solutions attempted, critical functions of systematic evaluation. Also included are statements of conclusion by the development coordinator. (Related document is SP 007 730.) (Author/DDO)

ED087745 SP007729
Report of an Urban Education Reform Experiment: Problems and Promise. Part I Project Development. Supplement to Final Report of the 5th Cycle Teacher Corps Project.
Monroe, George E.
Illinois Univ., Chicago. Chicago Circle Campus.
Aug 1972 29p.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEJUN74

The Fifth Cycle Teacher Corps Project was undertaken by the University of Illinois at Chicago Circle to a) fulfill a stated mission of a university especially created to help resolve urban problems, b) find effective ways to help an inner-city community utilize its own resources, and c) conduct research on the effective uses of evaluation in education reform projects. The project was set in the Pilsen, Heart of Chicago, and South Lawndale communities in the center of Chicago. This area contains the central cluster of the second largest urban group of Mexican-Americans in the United States. Many school-aged children speak little or no English. The schools, however, are still staffed mostly by "Anglo" personnel who do not speak Spanish and who know very little about the Mexican culture. By Board of Education edict, the public schools were off-limits to parents until 1968. Even after the schools were "opened," community residents continued to feel unwelcome on school premises and insecure in school affairs. This document recounts the efforts to develop a bilingual, bicultural ubran teacher education program in which the community played an active role. It deals with the origin of the project, operational problems encountered, solutions attempted, and the critical functions of systematic evaluation. Also included are statements of conclusion by the development coordinator. (A related document is SP 007 730.) (Author/DDO)

ED207955 SP018754
Report of Summer, 1980 Workshop. Roosevelt University/Chicago Board of Education Teacher Corps Project.
Ginsberg, Rick; Melnick, Curtis C.
Chicago Board of Education, Ill.; Roosevelt Univ., Chicago, Ill.
1981 49p.; For related documents, see SP 018 757-758.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Illinois
Journal Announcement: RIEFEB82

An overview is presented of the planning, activities and evaluation of a Teacher Corps summer workshop held in Chicago in 1981. Participants in the fifteen-day workshop were faculty and administrators from the Hyde Park Career Academy and Dumas Elementary School, community council members, and Teacher Corps interns. The purposes of the workshop were to provide an opportunity for participants to work together on the identification and solution of school-related problems, and to produce plans of action to guide the collaborative efforts of Teacher Corps staff and school and community persons to reach the overall school improvement goals of the Teacher Corps. Participants gave high ratings to the small-group, task-oriented approach. (JD)

ED135735 95 SP010781
Report to Teacher Corps Personnel on the 10th and 11th Cycle Teacher Corps Developmental Conference (July 18-23, 1976). No. 150.
Goddu, Roland; Ducharme, Edward
Nebraska Univ., Omaha.; New England Program in Teacher Education, Durham, N.H.
1 Oct 1976 70p.; For related document, see SP 010 780
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Contract No.: 300-76-0228
Available from: University of Nebraska at Omaha, Center for Urban Education, 3805 North 16th Street, Omaha, Nebraska 68110 ($7.00)
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEJUL77

This is the final in a series of evaluative documentations on the 1976 Teacher Corps Conference. It is based on an extensive review of the information submitted on pre- and post-conference assessment forms, on individual session forms, on project team forms, and on extensive and numerous written comments. The focus of the critique was to analyze the utility of the conference for project teams in learning about (a) Teacher Corps, (b) expectations about roles, (c) improved or additional content for projects, (d) products that could be used only by the project, and (e) procedures that should be used by individuals and projects. Ten recommendations summarize the findings: (1) The National Conference should last no more than four days; (2) Specific learning and consolidation activities must be provided for all; (3) Projects and individuals should be told that they are expected to arrange their own time to allow for planning, thinking, talking, and reflecting; (4) The National Conference should provide sessions to assist projects in designing follow-up activities that are beyond typical discussion and meeting modes; (5) The parity of the Community in project planning, implementation, curriculum development, evaluation, and documentation needs to be made more visable, even at the risk of decrease in professional content; (6) The Conference should continue to invite controversial and trend-setting presentors; (7) The purposes and design of the conference should be reiterated often; (8) The conference should continue its extensive documentation and evaluation processes; (9) Presentors should be aware of the intent of the conferences; and (10 the conference should exist. (MM)

ED188688 JC800353

Report to the Legislature, Assembly Ways and Means Subcommittee #2, as Recommended in Supplemental Language to the 1979 Budget Act (Item 382.1), Evaluating the Role of the California Community Colleges in Meeting the Need for Bilingual Teachers in California.

California Community Colleges, Sacramento. Office of the Chancellor.
Nov 1979 15p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; California
Journal Announcement: RIENOV80
Government: State

In recognition of the critical need for bilingual teachers and in the belief that bilingual teachers can be most efficiently recruited and trained in the community college, the Chancellor's Office of the California Community Colleges has developed several recommendations for a career ladder transfer program in bilingual education. The first of these recommendations calls for merging the two state-supported bilingual training programs--the Bilingual Teacher Corps and the Bilingual Crosscultural Teacher Development Grant Program--to form a single Bilingual Teacher Grant (BTG) Program. The community colleges were selected as the most appropriate institutions to implement the program because of their accessibility to potential bilingual teachers, closeness to the local community, and experience in working effectively with local districts and community leaders. The Chancellor's Office recommends that in selecting recipients for the Bilingual Teacher Grants, factors such as bilinguality, teacher aide and community experience, and financial need be taken into account. Additional recommendations relate to: (1) strong central program direction housed in the Office of the Chancellor; (2) the expansion of current efforts in recruiting and training until the need for bilingual teachers is met; and (3) not using Extended Opportunity Programs and Services funds. (AYC)

ED202613 RC012622

Reports from the Field: Teacher Corps in Rural Sites.

Timpson, William M.
Apr 1981 11p.; Paper presented at the meeting of the American Educational Research Association (Los Angeles, CA, April 1981).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)
Geographic Source: U.S.; Colorado
Journal Announcement: RIEOCT81

Teacher Corps experience in meeting Corps objectives in rural sites provides a rich source of information about rural education. Collaboration exists between university faculty and rural school staff despite distances involved and sharp increases in transportation costs, but development of on-site facilitators is critical to making collaboration work. College scholarships and low-interest loans offered to young local people who agree to return as teachers in local schools can alleviate the problem of attracting and keeping quality staff. Weekly conference call sessions and use of videotape are possible solutions to problems which distance creates for the delivery of supportive inservice training. Utilization of on-site facilitators, combined with an orientation toward more individualized and staff-based inservice, can greatly improve a small district's staff development efforts. A consistent finding, relevant to the improved school climate objective, is that morale of staff, students, and community residents is generally high in rural areas. Progress has been mixed with regard to Teacher Corps objectives focusing on multicultural education and needs of exceptional students. Establishment of an office or center for rural education seems essential to meeting objectives of institutionalization, demonstration, and dissemination. A land grant university would be an ideal location for this. (CM)

ED183561 SP015820

Reports on Demonstration, Program Evaluation, and Technical Resources. Teacher Corps Task Forces. Document I.

Nebraska Univ., Omaha. Center for Urban Education.
Dec 1977 80p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Contract No.: 300-76-0156
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142); RESEARCH REPORT (143)
Geographic Source: U.S.; Nebraska
Journal Announcement: RIEJUL80

A shift in the priorities set down in the Teacher Corps' rules increases the amount of time and attention paid to local projects rather than to large programs. Three Teacher Corps task forces convened to study the implications of the new rules and the realities of local project operation. The reports of the task forces are contained in this document. The groups' discussions and recommendations concerning the areas of program/project demonstration, program evaluation and evaluation methods, and technical resource use and availablity are presented. An introductory chapter examines the interactive elements in all three subject areas, and presents general recommendations concerning the organizational structures supported in the work of the three task forces. The text also suggests the need for further analysis prior to implementing additional Teacher Corps programs. (Author/LH)

ED109109 95 SP009358

Research and Evaluation in Operational Competency-Based Teacher Education Programs.

Dickson, George E., Ed.

Toledo Univ., Ohio. Coll. of Education.

Educational Comment, n1 1975

1975 127p.

Sponsoring Agency: National Center for Improvement of Educational Systems (DHEW/OE), Washington, D. C.; National Consortium of Competency Based Education Centers, Toledo, Ohio.; Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC06 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIENOV75

This is a collection of papers presented at a 1974 conference on research and evaluation in operational competency-based teacher education (CBTE) programs. Two conceptual models for research and evaluation of CBTE activities were presented at the conference and the presentations of these models are the first two chapters of this collection: "A Comprehensive Medley-Soar Toledo Model for Research in Teacher Education" and "The Oregon College of Education--Teaching Research Division Paradigm for Research on Teacher Preparation." Four papers on support systems which must be involved in research and evaluation in CBTE follow: "A Computer Management System for Performance Based Curriculum (Comspec);" "Field-Based Support Systems for Research and Evaluation;" "From Rock Through Melon to Mush: The Place of the Teaching Center in Research and Evaluation;" and "Support Systems to In-Service CBTE Personnel, On Campus and Off Campus." The next paper is a discussion of the comprehensive research and evaluation model developed at the University of Toledo which is being used to evaluate the university CBTE program at both elementary and secondary teacher education levels. The final paper is a "Proposal for a Consortium of States to Develop a National Program to Improve Teaching Effectiveness." (Author/JA)

ED152766 SP012568

Research as Evaluation, Evaluation as Research.

McDonald, Frederick J.

Educational Testing Service, Princeton, N.J.

Feb 1978 32p.; Paper presented at the Annual Meeting, American Association of Colleges for Teacher Education (Chicago, Illinois, February 21-24, 1978)

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: CONFERENCE PAPER (150)

Journal Announcement: RIEAUG78

The sharply drawn distinction between research and evaluation, and the equally sharp distinction between the carefully controlled laboratory-type experiment and the study occurring in the field, are seen as arbitrary and not very helpful. In illustrating this thesis, the author develops a design generally regarded as a "research" design and shows the evaluative purposes for which the design may be used. A Teacher Corps/Trenton (New Jersey) State College/Trenton Public School inservice program for the improvement of reading instruction skills was chosen as the subject of the study. Observational data on teacher change due to training, effectiveness of varying training programs, and the relationship between change/level of teacher skills and pupil gains in reading are presented. The data, essentially of an evaluative nature, is extensively interpreted to illustrate the contention that researchers are also learning about the nature of teaching and the structure of teaching performances. The evaluative data also yield information on the relationship between kinds of teacher performances and pupil learning. Through this interpretation, the author illustrates that by carefully designing a study, one can achieve two goals: first, one can develop an understanding about teaching performances related to pupil learning; and two, the effectiveness of ideas about what constitutes the appropriate substance of training and whether or not the chosen methods are effective can be evaluated. (MJB)

ED146171 95 SP011884

Research Findings. Improving Learning Opportunities: IMPACT Series, No. 8.

Lincoln Public Schools, Nebr.; Nebraska Univ., Lincoln. Teachers Coll.

1977 23p.; For related documents, see SP011 878-84 and 728

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

Contract No.: OE 600-750-3580

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEMAR78

This booklet is the final volume in a series of eight that describe the Tenth-Cycle Teacher Corps Program of the Lincoln, Nebraska, Public School System and the University of Nebraska-Lincoln, and reports research data documenting the achievement of the Program's three goals. The first goal was to improve the delivery of educational opportunities and services to project learners by using diagnostic-prescriptive teaching approaches to individualize/personalize instruction. Goal two mandated the development, implementation, evaluation, and refinement of a comprehensive model for competency based teacher education. Goal three was to involve school, university, and community in active collaboration aimed at program development. Charts, tables, and attitude survey results are presented to document the assertion that all three goals were met with a high degree of success. (MJB)

ED194519 SP017080

Research, Adaptation, & Change.

Morris, Lee A., Ed.; And Others

Oklahoma Univ., Norman.

1980 176p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

Contract No.: 300-78-0466

EDRS Price - MF01/PC08 Plus Postage.

Language: English

Document Type: SERIAL (022); EVALUATIVE REPORT (142)

Geographic Source: U.S.; Oklahoma

Journal Announcement: RIEMAR81

Research adaptation is an endeavor that implies solid collaboration among school practitioners and university and college researchers. This volume addresses the broad issues of research as an educational endeavor, adaptation as a necessary function associated with applying research findings to school situations, and change as an inevitable phenomenon as well as a positive consequence of research adaptation and practical application. Articles develop the concepts inherent in the collaborative effort and provide some practical insights based on experience in efforts to merge research adaptation and educational change. Sections concerning the credibility and collaboration of research, adaptation and educational change, concepts and ideology of change, and planning and assisting change include articles on: (1) the quest for scientific and practical credibility of educational research; (2) collaborative action research; (3) the social and political context in which some research projects operate; (4) research adaptation as a change process; (5) the aura of change; (6) analyses of change ideologies; (7) change models as a framework for project evaluation; and (8) technical assistance. (CJ)

ED192945 RC012190

Reservation Schools and 95-561: The Administrator and the Curriculum.

Foster, Carl G., Ed.; And Others

Northern Arizona Univ., Flagstaff.

1 Aug 1980 79p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Grant No.: G007803217

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: COLLECTION (020); NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Arizona

Journal Announcement: RIEFEB81

This collection of nine essays and reports which deal with issues of importance in the progression of Native American education was published by members of the Dine Teacher Corps Project '78 in an effort to stimulate the thinking of curriculum practitioners; content is aimed at affecting administrative styles and the construction and implementation of curriculum. An introduction relates a brief history of Indian Education and reports that the most fundamental need presently is for a change in point of view. Chapters one and two are devoted to the administrative leadership styles necessary for programming; the third and fourth discuss the administrator's role in the development of instructional programs; the fifth and sixth use specific bilingual programming to show the relationship a curriculum must have to particular Indian values, experiences, and needs; and the seventh, eighth and ninth chapters report studies on inservice, financial planning, and leadership programs which are designed to assist the administrator to successfully facilitate effective changes in Native American education. (JD)

ED185019 SP015773

Residual Impact of the 1975 CMTI.

Fox, G. Thomas; And Others

Wisconsin Univ., Madison. School of Education.

May 1978 251p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

Contract No.: 300-77-0500

EDRS Price - MF01/PC11 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142); NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Wisconsin

Journal Announcement: RIEAUG80

This report is the result of investigations into the residual or long-term impact of the 1975 Corp Member Training Institute (CMTI) of the Teacher Corps on Institute participants. Singled out for investigation were the trainers, the trainees, and the evaluators of the program. The impact of the CMTI on the Teacher Corps projects and schools where the trained interns were placed is also examined. The methodology of the study of each of these investigations is discussed, and detailed reports of each are given. A working hypothesis based on findings is presented and recommendations to Teacher Corps for future training events are made. (JD)

ED143660 95 SP011534

Resource Guide for Inservice Teacher Education, Washington West School District, Vermont. Teacher Corps Reports: Inservice Development Processes.

Washington West School District, Vt.

1977 319p.; For related documents, see SP 011 534, 535, and 536 ; Some parts may be marginally legible due to print quality of the original document

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

Contract No.: 300-76-0303

EDRS Price - MF01/PC13 Plus Postage.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEJAN78

This guide for inservice teacher education is designed for use by teacher groups in planning inservice. Short substantive narratives are followed by practical exercises to help teachers plans and develop inservice education, find resources, use outside assistance, and understand the potential functions of inservice education. The model presented is essentially an approach to planning, beginning with needs assessment and continuing through delivery of inservice. Emphasis is placed on the special conditions of rural schools and rural teachers, although the materials are generally useful to others. Topics covered include the following: (1) types of teacher inservice education; (2) needs assessment; (3) meeting and workshop format; (4) parent/community awareness of inservice teacher education; (5) release time models; (6) institutions of higher education and local education agency collaboration; (7) funding for inservice education; (8) school board awareness; (9) governance; (10) administrative support; (11) negotiations and inservice; (12) the role of the state department of education; (13) rural teacher centers. A bibliography for further reading follows each of the twelve sections of the manual. (JD)

ED097138# RC008140

Resource Materials for Teaching Mexican/Chicano Culture; Grades K-6.

Aceves, Edward A., Comp.

San Diego City Schools, Calif.

1973 403p.

Available from: Office of Materials Development, Programs Division, San Diego City Schools, 4100 Normal Street, San Diego, California 92103 ($6.00)

Document Not Available from EDRS.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEFEB75

Prepared for elementary teachers by teachers of the San Diego City Schools and participants of the San Diego State University Teacher Corps Program, this publication presents basic materials for teaching the Mexican/Chicano culture to pupils in grades K-6. Its purposes are to: (1) foster understanding of the culture and (2) engender a positive self-image and pride of cultural background within Mexican/Chicano pupils. The materials are divided into nine sections: (1) Calendar of Cultural Events; (2) Mexican/Chicano Classroom Activities; (3) Mexican/Chicano Arts and Crafts; (4) Mexican Dances; (5) Mexican/Chicano Songs; (6) Mexican/Chicano Proverbs, Poems, Rhymes, Limericks, Tongue Twisters, and Riddles; (7) Mexican/Chicano Games; (8) Mexican Holidays and Celebrations; and (9) Historical and Contemporary Mexican/Chicano Personalities. Much of the material should be utilized as background information by the teacher. The activities may be presented as schoolwide, classroom, small-group, or free-choice projects. Some of the materials are presented in both English and Spanish, some only in Spanish, and some only in English. An index is provided for easy reference. This publication is intended to be used along with the recording "Estudiantina 'El Cid' de Calexico". (NQ)

ED207956 SP018757

Resource Papers Monograph. Roosevelt University-Chicago Board of Education Teacher Corps Project.

Ginsberg, Rick, Ed.; Melnick, Curtis C., Ed.

Chicago Board of Education, Ill.; Roosevelt Univ., Chicago, Ill.

1981 60p.; For related documents, see SP 018 754 and SP 018 758.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Illinois

Journal Announcement: RIEFEB82

This resource monograph represents the collective efforts of individuals involved in all facets of the Roosevelt University Teacher Corps Project. The project goals were fostered through bi-monthly community council meetings, summer workshops, multicultural education conference, and a variety of other activities. Articles and reports are presented from project staff members, the community council, teachers and administrators in participating schools, and Teacher Corps interns. The purpose of the monograph is to disseminate successful practices and programs generated by the project, and to provide an opportunity for self-evaluation on the part of project members. (JD)

ED166935 FL009957
Resources in Bilingual Education: A Preliminary Guide to Government Agency Programs of Interest to Minority Language Groups.
National Clearinghouse for Bilingual Education, Arlington, Va.
Jul 1978 69p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Available from: National Clearinghouse for Bilingual Education, 1500 Wilson Boulevard, Suite 802, Rosslyn, Virginia 22209 ($4.50)
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: DIRECTORY (132); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Virginia
Journal Announcement: RIEJUL79

This document identifies some government agencies and the programs they administer that address minority group needs and is the first section of "Resources in Bilingual Education," a publication designed to address the information needs of the bilingual community. The format is designed to provide easy identification of available funding, contact person, authorizing legislation and regulation or guideline location. The overall agencies that are included are: the National Institute of Education, the U.S. Office of Education, the U.S. Department of the Interior, and the U.S. Department of Labor. A number of programs are described within the bureaus of the agencies. Among the listings are: (1) Civil Rights Technical Assistance and Training, Educationally Deprived Children, and Follow Through Programs under the Bureau of Elementary and Secondary Education; (2) Adult Education and Bilingual Vocational Training under the Bureau of Occupational and Adult Education; (3) Bilingual Education under the Office of Bilingual Education; (4) Indian Education under the Office of Indian Education; (5) Vocational Education under the Office of Research and Planning; and (6) Teacher Corps and Ethnic Heritage Studies Program under the Office of Education. Information on Federal Government publications and other publications are included, and Congressional committees and subcommittees and Congressmen are listed. (SW)

ED106300 95 SP009217
Rethinking In-Service Education.
Edelfelt, Roy A., Ed.; Johnson, Margo, Ed.
National Education Association, Washington, D.C.
1975 92p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Available from: NEA Publications, Order Department, The Academic Building, Saw Mill Road, West Haven, Connecticut, 06516 (Stock No. 0523-6-00)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: BOOK (010)
Journal Announcement: RIESEP75

The purpose of this nine-chapter book is to (a) ferret out ideas and recommendations for revitalizing and reconceptualizing inservice education, and (b) replicate or adapt the Workshop on Reconceptualizing Inservice Education for which the first seven chapters were written. Chapter 1 examines the historical forces which have developed and now characterize inservice education, and examines future prospects. Chapter 2 describes Washington State's experience with process standards adopted in 1971 for the preparation of school professional personnel. Chapters 3-5 discuss concrete experiences with collaboration in Washington State and abstract considerations of inservice education. Chapter 6 questions traditional practices, functions, and terminology regarding certification and inservice education, and considers new roles for teacher organizations in a changing political context. Chapter 7 presents a discussion based on a preworkshop reading of chapters 5 and 6. Chapter 8 reports on the discussions of 87 selected people who read the first seven chapters, examined the purposes and assumptions stated earlier, and developed recommendations for rethinking inservice education. Chapter 9 is one person's reflections on prior chapters, observations from listening to the 87 people as they deliberated, and perceptions of necessary next steps. (Author/PB)

ED138548 95 SP010961

Review of the Literature on Team-Teaching in Mathematics. Teacher Corps Mathematics Work/Study Team. Working Paper No. 3.

Begle, E.G.; And Others

Stanford Univ., Calif.

Nov 1975 16p.; For related document, see SP 010 959

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIESEP77

This document is a collection of abstracts of research studies on team teaching in mathematics. The research reviewed for this paper revealed little difference between team teaching and traditional instruction. Some trends suggested by the literature review are summarized according to grade level--elementary, junior high, or post-junior high. The majority of available research dealt with elementary school students. When studies indicated significant differences in pupil achievement, the traditional classroom was favored. In studies that investigated attitudes, teachers were found to prefer team-teaching. In the junior high setting, it was found that traditionally taught pupils performed significantly better than team-taught pupils in one study, and no significant differences were found in other studies. It was discovered that students preferred the traditional classroom, although evidence also suggested that team-teaching improved the self-concept of some pupils. Only one study involved education beyond the junior high level--in a college algebra course, no significant difference was found between traditional and team teaching. (MM)

ED190555 SP016506

Rocky Mountain Perspectives.

Dutkiewicz, Jody Steiner, Ed.

Loretto Heights Coll., Denver, Colo.

May 1980 73p.; For related document, see SP 016 493.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

Contract No.: 300-78-0333

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: SERIAL (022)

Geographic Source: U.S.; Colorado

Journal Announcement: RIEDEC80

This publication features articles detailing the state of educational programs in the Rocky Mountain area. The articles address: 1) the impact of physical geography on culture, education, and lifestyle; 2) the education of migrant and/or agricultural workers and their children; 3) educational needs of children in rural areas; 4) outdoor education; 5) teacher education; 6) resource staff and materials; 7) environmental education for Native Americans; and 8) improvement of the educational environment. Several Teacher Corps projects are described. (CJ)

ED102133 95 SP008915

Role of the Team Leader (Correctional Education Program).

Gromfin, Annette

University of Southern California, Los Angeles. Center for Research in Teacher Education.

.1974 13p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEJUN75

The role of team leaders in leadership and management of instruction for children in portal learning centers is discussed. These centers are designed to meet needs and interests of highly mobile, nonconfronting youths unable to accept traditional classroom routine. The current project is working with the development of open environments for learning through learning centers that allow students to begin at their own level, create from their own experiences, learn at their own pace, and allow for immediate success patterns. Program objectives are stated and criteria and characteristics for assessment of the portal learning centers are discussed. Characteristics are listed that define the role of team leaders in relation to interns and other adults. The team leader's role is also discussed in terms of performance and in terms of a plan for institutional change, which includes career opportunities and an instructional program. (PD)

ED076055 EM011057
Sample Computer Assisted Instruction Student Interactions.
Hall, Keith A.; And Others
Pennsylvania State Univ., University Park. Computer-Assisted Instruction Lab.
Dec 1972 59p.
Sponsoring Agency: Bureau of Educational Personnel Development (DHEW/OE), Washington, D. C. Teachers Corps.; Pennsylvania State Univ. Foundation, University Park.
Report No.: PSU-CAI-R-53
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Journal Announcement: RIESEP73

To convey to those who have had no experience with computer-assisted instruction an impression of the experience that students have in a CAI course, this report presents in print the sequence of instruction that one student received from one chapter of the course, Computer Assisted Remedial Education (CARE 1): Introduction to the Education of Exceptional Children. In addition to the content outlines, and pictures of the cathode ray tube throughout, comment is provided to make clear the flow of the course. (EM 011 037 through EM 011 043, EM 011 046, EM 011 047, and EM 011 049 through EM 011 058 are related documents.) (RH)

ED189091 SP016361
Satellite Teleconference on Networking for Interagency Collaboration: Evaluation Report.
Carey, James O.; Israelite, Larry
61p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142); PROJECT DESCRIPTION (141)
Geographic Source: U.S.
Journal Announcement: RIENOV80

A satellite assisted, interactive teleconference titled "Networking for Interagency Collaboration" was evaluated to determine the effectiveness of the telecommunications mode in contrast to a central site mode. The conference background, goals, and content are described and two specific telecommunications goals are formally presented: 1) to demonstrate the need for and benefit of social service networks to increase the efficiency of service delivery, and 2) to have an impact on networking at the sites participating in the conference.A survey of participants indicated that teleconferencing, as an instructional format, helped them to learn new information and make new contacts, become aware of deficiencies in the current social service system, and take the first organizational steps in establishing formal, interagency networks. Participant views on the shortcomings of the telecommunication mode and observations on the mode's cost effectiveness are presented. (CJ)

ED190559 SP016510
School Climate.
Smith, Hayden R., Ed.
California Teacher Corps Network, San Diego.; San Diego State Univ., Calif.
Networker, v3 n1 Fall/Spr - 1979/1980
1979 55p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: SERIAL (022)
Geographic Source: U.S.; California
Journal Announcement: RIEDEC80

This publication features articles on school climate. Among the various concerns are: 1) the complexities of the educational environment, 2) low cost school climate programs, 3) implementation of changes for effective climates, 4) the roles of principals, teachers, and students in the educational environment, and 5) test anxiety and creativity as outcomes of specific climates. Also included are descriptions of several Teacher Corps projects. (CJ)

ED186390 SP015924
School Improvement and Staff Development. Documentation and Evaluation Study. A Texas Teacher Corps Network Conference.
Weibly, Gary W.; Olivarez, Ruben Dario
Texas Univ., Austin. Coll. of Education.
Sep 1979 106p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Contract No.: 300-78-0332
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); CONFERENCE PROCEEDINGS (021)
Geographic Source: U.S.; Texas
Journal Announcement: RIESEP80

Summaries are given of the formal presentations, seminar group discussions, and problem solving sessions of a Teacher Corps conference on professional improvement by means of inservice teacher education and improvement of individual school climates. Evaluation of the conference is presented in the form of the Context/Input/Process/Product (CIPP) model, an evaluation method designed to assess context perspective, input needs and problem areas, implementation of selected activities, and assessment of achievements. Participant reactions to each session of the conference are presented in tabular form. (JD)

ED186391 SP015926

School-Based Inservice Teacher Education. A Handbook for Planning and Providing.

Olivarez, Ruben Dario; Berrier, Helen
Texas Univ., Austin. Coll. of Education.
May 1978 21p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Grant No.: G007603698
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Texas
Journal Announcement: RIESEP80

This handbook describes an approach and provides guidelines for establishing a school-based inservice education program. The program is based on a single, local school staff that determines its own needs for professional development and uses its strengths and talents to meet those needs. Four basic phases for establishing a school-based program are discussed: 1) cooperative planning on the part of the staff; 2) staff assessment of needs; 3) training sessions and workshops; and, 4) evaluation of the program. (JD)

ED152711 95 SP012383

School-Community Council Governance. The Experiences of Nine Teacher Corps Projects.

Winecoff, Larry; And Others
Southeastern Teacher Corps Network, Atlanta, Ga.
1977 112p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Grant No.: G-007603500
EDRS Price - MF01/PC05 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEAUG78

The papers presented in this monograph describe some of the experiences of nine Teacher Corps projects in the planning, implementation, and evaluation of programs to foster community involvement in the schools. Community representation is reflected in groups of individuals which may be called the Community Council, Advisory Committee, or Steering Committee, and these groups form the nucleus for the governance structure of Teacher Corps projects. The councils may be made up of people from business and industry, community agencies, institutions, and parents of school children. These individuals, in collaboration with school officials, Teacher Corps personnel, and persons representing the institution of higher education, make decisions about how the program can best meet the needs of pupils in that particular school-community and what community resources are available to address the varying needs of school-community in solving critical problems. (JD)

ED146169 95 SP011882

School-Community-University: Collaborative Decision Making. Improving Learning Opportunities: IMPACT Series, No. 6.

Lincoln Public Schools, Nebr.; Nebraska Univ., Lincoln. Teachers Coll.
1977 17p.; For related documents, see SP011 878-84 and 728
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Contract No.: OE 600-750-3580
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEMAR78

This document is the sixth in a series of eight that document the Lincoln, Nebraska, Public School System Tenth-Cycle Teacher Corps Program, and consists of an explanation of the role "collaboration" plays in the development and conduct of the Program. School-community-university cooperation is discussed as a major concept in the development of all Teacher Corps projects. To illustrate this method of planning, a model of the Lincoln collaborative decision-making process is presented and illustrated by appropriate examples in the following three areas: (1) decision making for community involvement; (2) decision making for competency based teacher education; and (3) decision making between school and university. The appendix presents results of a community needs survey. (MJB)

ED042704 SP004138
Second Cycle Teacher Corps Program. Final Program Report.
Oregon State Univ., Corvallis.
Oct 1969 28p.
Sponsoring Agency: Teachers Corps, BEPD.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEJAN71

The introductory section of this report contains a brief narrative description of Oregon State University's Cycle II Teacher Corps program in which 29 intern teachers were prepared to work with disadvantaged children in both rural and urban areas. The 2-year Master's Degree program which is outlined includes two summers of orientation and coursework and two years of inservice internship in which trainees were involved 60 percent of the time with school activities (observation, small group tutoring, and large group instruction will all age groups in a variety of subject areas) and 40 percent of the time in college courses and community involvement. Other sections of the report describe 1) Teacher Corps innovations in the university teacher training program, 2) institutional changes resulting from the Teacher Corps program, 3) program evaluation, 4) recommendations for future cycles, and 5) reports from each of the cooperating local school districts (Portland, Coos Bay, Hood River, and Lincoln County) describing organization of intern teams and school district, intern role in schools, community involvement, and recommendations. (JS)

ED128318 SP010390
Shared Governance.
Mortenson, Robert A.
Feb 1976 10p.; Paper presented at the annual meeting of the Association of Teacher Educators (56th, St. Louis, Missouri, February 3-6, 1976)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIEJAN77

The MINK (Missouri, Iowa, Nebraska, and Kansas) Network Educational Resources Center is a regional, collaborative effort among Teacher Corps Projects and a model of shared governance to improve learning environments and understanding among teacher educators. The governance of this group comes from a Board of Directors comprised of project directors from each of the active Teacher Corps Projects within the four-state area. These project directors are in a position to receive continual input from a variety of sources including colleagues at colleges and universities and practitioners at the project sites. This type of multi-faceted input enables the formulation of policy that reflects the functioning of the entire Network. The objectives of the MINK Network are: (1) to act as an educational resource center for materials developed by MINK Teacher Corps Projects as well as other educational materials relevant to the thrust of Teacher Corps; (2) to serve as a communication center among constituent projects for mutual sharing of information, product development, and evaluative analysis of educational materials; (3) to assist new projects through developmental stages by recommending resources, techniques, and materials; (4) to assist those associated or affected by Teacher Corps by sharing techniques, problems, and solutions at meetings; and (5) to coordinate liaisons with other resources outside the Network. This sharing of responsibilities and resources among institutions of higher education, local education agencies, and state education departments is reflected by a high degree of collectivity in the policies and purposes of participating Teacher Corps Projects. (MM)

ED100884 95 SP008806
Sharing Self with Others. Affective 3.0.
Ward, G. Robert, Comp.; Borgers, Sherry B., Comp.
Houston Univ., Tex. Coll. of Education.
10p.; For related documents, see SP 008 803-805
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEMAY75

In this competency-based teacher education module, the participant is given the opportunity to work in a group where the focus is on feedback to the participant about his interaction with the group. The module is concerned with the participant's ability to share with others. It is composed of seminar groups and other group activities. (JA)

ED113316 95 SP009551
Sifting and Winnowing: An Exploration of the Relationship between Multi-Cultural Education and CBTE.
Grant, Carl A., Ed.
Wisconsin Univ., Madison. Teacher Corps Associates Program.
Jul 1975 260p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Available from: Teacher Corps Associates, University of Wisconsin, Madison, Wisconsin 53706 (No price quoted)
EDRS Price - MF01/PC11 Plus Postage.
Language: ENGLISH
Document Type: BOOK (010)
Journal Announcement: RIEFEB76

This book contains 17 articles, each by a different author, and addressed to those who wish to become informed about the relationship between multicultural education and competency-based teacher education (CBTE). In order to study the relationship between multicultural education and CBTE, a number of individuals actively engaged in either the study and/or implementation of multicultural education and CBTE were invited to respond to the following two questions: (1) What should be the role of the administrator, teacher, or university faculty member in assuring that competency-based teacher education includes multicultural education in its content?; and (2) From a(n) administrator's, teacher's, or university faculty member's point of view, what problems are you experiencing or do you foresee experiencing in regard to relating the concepts of multicultural education and competency-based teacher education? The first question provided the writers the opportunity to respond to the state of the art concerning the relationship of multicultural education and CBTE--especially at their local sites. The second question provided the writers the opportunity to discuss how they would envision the relationship of multicultural education and CBTE. The articles in this book are the responses to these questions. (RC)

ED190480 SP015297
Social Learning in the Schools Through Psychodrama.
Allen, Doris Twitchell
Maine Univ., Orono.
1978 27p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Grant No.: 489AH70024
Available from: University of Maine Teacher Corps Project, Shibles Hall, College of Education, University of Maine, Orono, ME, 04473.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142)
Geographic Source: U.S.; Maine
Journal Announcement: RIEDEC80

Psychodrama is the acting out of difficult situations one has experienced. It gives the actors and spectators the chance to try out alternative solutions to problem situations. When these problems are acted out, the actors become better acquainted with themselves and their peers. This awareness becomes a dominant determinant of future behavior. This booklet outlines a teacher workshop that focuses on the use of psychodrama in the elementary school classroom. The effects of this technique on the teachers and students are depicted through the interpretation of several sessions. (CJ)

ED100869 95 SP008784
Some Pre-Service Modules for the Toledo Teacher Corps Program.
Meinke, Dean L., Ed.; And Others
Toledo Univ., Ohio.
76p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEMAY75

This volume of modules is designed to disseminate some ideas and products of modular development and construction. The format for each of the modules includes an introduction or prospectus, preassessment, behavioral objectives, instructional alternatives, materials, postassessment, remediation, and student feedback. Modules dealing with the following subject areas are included: (a) instructional evaluation--process and product, (b) introduction to urban education as it relates to the black experience in the U.S., (c) problems and process, (d) problem solving, (e) role playing and decision making, (f) story reading, (g) value change, and (h) communication systems and communication breakdowns. (PD)

ED020982 UD005729
SOMETIMES IT GOT WILD IN ARKANSAS.
EGERTON, JOHN
DEC1966 5P.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: CUMREPT

THIS ARTICLE DISCUSSES THE NATIONAL TEACHING CORPS TRAINING PROGRAM IN ARKANSAS, WHICH CONSISTS OF 24 INTERNS AND 9 MASTER TEACHERS, SEVERAL ECONOMISTS, PSYCHOLOGISTS, SOCIOLOGISTS, ELEMENTARY EDUCATION SPECIALISTS, COUNSELING SPECIALISTS, AND AN AUDIOVISUAL EXPERT. FOR 10 WEEKS THE GROUP HELD A SEMINAR ON THE EDUCATION OF THE DISADVANTAGED, CONCENTRATING ON THE EDUCATIONAL, ECONOMIC, SOCIOLOGICAL, AND PSYCHOLOGICAL CHARACTERISTICS AND PROBLEMS OF STUDENTS FROM POOR FAMILIES. IN THE FIELD, TWO TEAM LEADERS OPERATED AS "CIRCUIT RIDERS," SUPERVISING INTERNS IN MORE THAN ONE SCHOOL. THE CORPSMEN WORKED AS COUNSELORS AND TUTORS OF INDIVIDUAL CHILDREN RATHER THAN AS CLASSROOM TEACHERS. THE NEED TO ESTABLISH ONE-TO-ONE RELATIONSHIPS WAS CONSIDERED PARAMOUNT. CORPSMEN NOT PREVIOUSLY ELIGIBLE WERE GRANTED EMERGENCY TEACHING CERTIFICATES. NEW PRACTICES AND IDEALISM WERE BROUGHT BY THE CORPSMEN TO OUTLYING SCHOOL DISTRICTS WHOSE EDUCATIONAL PROBLEMS ARE MANIFOLD. THIS ARTICLE WAS PUBLISED IN "SOUTHERN EDUCATION REPORT," VOLUME 2, NUMBER 5, DECEMBER 1966. (DK)

ED180969 SP015239
Sourcebook for the Worcester South High Community School.
Miller, Lynne, Ed.; And Others
Massachusetts Univ., Amherst. School of Education.
1978 133p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052); COLLECTION (020); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Massachusetts
Journal Announcement: RIEMAY80

This sourcebook contains a collection of articles on educational topics and is designed to be used as a resource for inservice teacher programs at the secondary level. The first section is devoted to curriculum theory and contains writings on the theoretical underpinnings and relevant background for practical work with students. Inservice is the subject of the second section and the writers expand on the idea that inservice should be understood as a process whereby teachers come together to pursue personal and professional growth needs as competent individuals. The third section presents programs that teachers have developed to better meet the needs of their students. The fourth section is comprised of teachers' essays about ways in which they have developed innovative classroom practices. (JD)

ED191840# SP016696
Sources and Resources: An Annotated Bibliography on Inservice Education. (Revised Edition).
Syracuse Univ., N.Y. School of Education.
1979 313p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Available from: National Dissemination Center, Syracuse University, 123 Huntington Hall, Syracuse, NY 13210 ($4.50).
Document Not Available from EDRS.
Language: English
Document Type: BIBLIOGRAPHY (131)
Geographic Source: U.S.; New York
Journal Announcement: RIEJAN81

This annotated bibliography on inservice teacher education, part of the Professional Development series, is divided into twelve sections: (1) concepts, perspectives, and trends; (2) developmental process; (3) teacher centers; (4) implementation methods for professional development techniques; (5) implementation methods for specific educational policies; (6) traditional education; (7) funded and legislative programs and special interests; (8) human dynamics; (9) client centered curriculum; (10) resources; (11) research; and (12) special state programs. Each subtopic includes a brief glossary for use with its subdivision. (CJ)

ED084247 SP007483
Southern Colorado State College Teacher Corps.
Esquibel, Antonio A.
Southern Colorado State Coll., Pueblo.
1972 180p.
EDRS Price - MF01/PC08 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEMAR74

Occurring in six elementary schools in Pueblo, the Teacher Corps Program at Southern Colorado State College features the following components: a) a cross-cultural component for all participants; b) a community-based component designed to assist the community to participate in educational decision making; c) a 2-year undergraduate, field- and competency-based intern training program; d) a career-ladder component which is closely coordinated with school development plans for each of the six schools and which features programs from high school to doctorate level involving six colleges; e) a communications component to build open communications among all participants; f) and a "portal school plan" for coordination of all activities. (This program description contains information on the program's development, objectives, personnel, budget, evaluation procedures, and descriptions of each component. There are 10 appendixes with various supportive essays and materials.) (Author/JA)

ED192506 EC130168

Special Education and the Hispanic Child: Cultural Perspectives.

Condon, Eliane C.; And Others

Rutgers, The State Univ., New Brunswick, N.J. Inst. for Intercultural Relations and Ethnic Studies.; Temple Univ., Philadelphia, Pa. Teacher Corps. Mid-Atlantic Network.

1979 272p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Contract No.: 300-78-0326

EDRS Price - MF01/PC11 Plus Postage.

Language: English

Document Type: REVIEW LITERATURE (070); NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Pennsylvania

Journal Announcement: RIEFEB81

The text examines issues related to Hispanic children in special education. Chapter 1 discusses four court cases brought against schools for inappropriate placement of Hispanic and other minority students in classes for the educable mentally retarded. Testing is the focus of Chapter 2, which includes analysis of linguistic and cultural bias, factors involved in intelligence testing of Spanish speaking children, and a review of seven tests recommended for diagnosing exceptionalities in this population. Chapter 3 views learning in a dual cultural context; touches on the effects of such cultural factors as dependency, personalism, and humanism; considers the effects of culture on communication; and describes interference factors originating in the majority culture. Related national and state legislation is reviewed in Chapter 4, and Chapter 5 discusses the current status of special education with Hispanics and makes suggestions regarding testing, overall service delivery, inservice training, and teaching competencies. The chapter also provides prescriptions for teaching Spanish speaking children with specific handicaps (emotional disturbance, mental retardation, learning disabilities, and speech and communication handicaps). (CL)

ED193227 SP016879

Staff Development and Educational Change.

Houston, W. Robert, Ed.; And Others

Association of Teacher Educators, Washington, D.C.; Nebraska Univ., Omaha. Center for Urban Education.

1980 156p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

Contract No.: 300-77-0156

Available from: Association of Teacher Educators, Suite ATE, 1900 Association Drive, Reston, VA 22091 ($5.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.

Journal Announcement: RIEFEB81

The contents of this volume are directed to designers and managers of staff development programs. It is designed to provide a systemic consideration of all factors involved, including the long-range goals of staff development, the behaviors of the people involved, the interface of existing organizational structures, and the mechanisms for program planning and development. The potential for systemic educational programs is described, models of programs are presented, and implications for teacher education are discussed. The dimensions of educational systems and change are outlined in the first two chapters. Chapters 3 and 4 focus on changing people. The attitudes, aptitudes, perspectives, and values of the professional staff to be trained, the trainers of the staff, and the community as a composite of individuals, are considered as interacting elements in the change process. The fifth and sixth chapters examine inservice education from the communication/organizational perspective. The structures for staff development programs are described in rural and urban setings. The last section considers programs and their development. Emphasis is placed on the importance of needs assessment in developing an inservice program. An approach to planning that has proved effective in a number of workshops is provided. (JD)

ED209195 SP018965

Staff Development in Secondary Schools.

Massey, Sara, Ed.; And Others

Boston State Coll., Mass.

Aug 1981 46p.

Sponsoring Agency: Department of Education, Washington, D.C. Teacher Corps.

Grant No.: G007803104

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Massachusetts

Journal Announcement: RIEMAR82

Four examples are given of Teacher Corps school-based staff development projects in Massachusetts. An introductory chapter identifies characteristics of successful staff development efforts, based on participatory decision making, the needs of teachers, students, and the community, and cooperation between the university and the school. The first article describes the planning of school-community resource centers in a high school and in two middle schools. Each resource center is "owned" by its creators because of the collaboration between parents and teachers in planning, staffing, and policy making. Another focus was adopted in a Lowell high school, where a Teacher Corps needs assessment pinpointed several problem areas, but found that the teachers did not want to accept responsibility for complex curricular issues. With the approval of the principal, a committee of six department heads was empowered to address not only curricular and instructional improvement, but also teacher evaluation, thereby broadening their leadership role and improving their relations with each other. The third article describes the development and effects of a credit-bearing administrative practicum offered through Boston State College to faculty at three high schools. A case study of the actions taken by teachers participating in the practicum illustrates the positive steps involving parents and students in school events. A concluding commentary points out the distinguishing characteristics of staff development, comparing it to continuing education, professional development, and personal development. It is suggested that, through effective planning and goal orientation, staff development success stories will be common. (FG)

ED187670 SP015739

Staff Development of Educational Personnel. The New York Plan. A Proposed Policy for the Board of Regents. Developed as part of the Four State Project.

West Virginia State Dept. of Education, Charleston.

Aug 1979 30p.; For related documents, see SP015 757, 723 and 756.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

Contract No.: 300-78-0066

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; West Virginia

Journal Announcement: RIEOCT80

Government: State

This document describes an organizational structure and processes for planning, coordinating and implementing state-wide inservice teacher educatian in New York. Seven major elements in program planning are outlined: 1) governance; 2) needs assessment; 3) outcomes; 4) delivery systems; 5) rewards/incentives; 6) program evaluation; and 7) funding. Information is included on current inservice education activity, expenditures for inservice in the state, demographics of professional personnel in the schools, and recent enactments by the federal government requiring coordination of inservice education. (JD)

ED183556 SP015788

Staff Development of Educational Personnel. The Oregon Plan. A Profession-Wide Support System.

West Virginia State Dept. of Education, Charleston.

Aug 1979 84p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

Contract No.: 300-78-0066

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); RESEARCH REPORT (143)

Geographic Source: U.S.; Oregon

Journal Announcement: RIEJUL80

Government: State

The Oregon component of a four-state project working towards the design of a staff development and school improvement support system is described. Information was gathered from various sources regarding the number and kinds of continued professional development activities engaged in by schools throughout the state. These data were fashioned into a set of policy and procedural recommendations that established a broad framework for inservice teacher education in Oregon. Six recommendations are included in the report. (Author/LH)

ED183546 SP015756
Staff Development of Educational Personnel. The West Virginia Plan. A Systematic Program of Continuing Education.
West Virginia State Dept. of Education, Charleston.
Aug 1979 63p.; For related documents see SP 015 723, SP 015 757.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Contract No.: 300-78-0066
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; West Virginia
Journal Announcement: RIEJUL80
Government: State

This document explains the West Virginia system of continuing education, describes the role of West Virginia in the Four State Project for staff development, and provides a list of resource documents available in the West Virginia Department of Education. In the first section an abstract of the program is presented along with a discussion of the chronological development of the program and its current status. In the second section, the contributions of West Virginia to the Four State Project are discussed and a description is given of the West Virginia Program as it fits into the project framework. Resources and the agencies responsible for them are listed in the third section. A design for program implementation is appended. (JD)

ED183539 SP015723
Staff Development of Educational Personnel. The Michigan Plan. A Network of Local and Regional Centers.
West Virginia State Dept. of Education, Charleston.
Aug 1979 47p.; For related documents, see SP 015 756-757.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Contract No.: 300-78-0066
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; West Virginia
Journal Announcement: RIEJUL80
Government: State

This document describes an organizational structure and processes for planning, coordinating and implementing staff development activities. It is meant as a guide or tool for individuals and agencies involved in professional development of school staffs. It is divided into six major sections: (1) definition of terms used in the document; (2) rationale for the staff development program; (3) Michigan's local staff development programs; (4) Michigan state staff development centers; (5) the state planning process; and (6) objectives and activities 1979-80. (JD)

ED178535 SP015070
Staff Development: More Than Improving Teaching?
Kelton, Beverly A.
Office of Education (DHEW), Washington, D.C. Teacher Corps.
1979 10p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; New Hampshire
Journal Announcement: RIEMAR80

The described inservice program was designed to bring together teachers to collectively address overall school problems. The project was based upon the belief that school improvements could be best effected by providing teachers the opportunity to actively participate in the design and implementation of changes in school functioning. Emphasis was placed on helping the staff acquire skills in problem solving, goal setting, decision making, planning, information gathering, problem analysis, and resource identification. An example is given of a team of teachers who identified specific problems encountered by regular class teachers in dealing with mainstreamed students. Their recommendations are outlined, and subsequent improvement of the situation is described. (JD)

ED195540# SP017164
State-Level Teacher Performance Evaluation Policies. Professional Development Occasional Paper 1.
Carey, Lou M.
National Council of States on Inservice Education, Syracuse, N.Y.
1980 17p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Document Not Available from EDRS.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; New York
Journal Announcement: RIEAPR81

The purpose of this study was to use the standards recently developed by the Joint Committee on Standards for Teacher Evaluation as a framework to review current state-level teacher evaluation policies. The evaluation program must meet four criteria: accuracy, utility, propriety, and feasibility. Questionnaires requesting specific information about teacher evaluation practices were sent to departments of education in all 50 states and the District of Columbia. Twenty-one states sent copies of either state-level legislation or policies. Six states indicated that state-level policies on teacher evaluation existed, but did not enclose copies of the legislation for review. Twenty-three states reported no state-level mandates for teacher evaluation. This paper presents an analysis of how policies in the twenty-one states that responded fully to the questionnaire reflect the identified evaluation criteria. (JD)

ED171273 IR007283
Statewide Educational Dissemination Capacity: A Review of Recent Literature and Current Information.
Hood, Paul D.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Jul 1978 118p.; For related document, see IR 007 279
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Grant No.: OB-NIE-G-78-0103; OB-NIE-G-78-0203
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S.; California
Journal Announcement: RIEOCT79

This report reviews the dissemination of information on educational programs and information services through a combined literature synthesis focusing on the total dissemination context, configurations, and capacity of major agencies and networks of agencies in the United States. Relevant literature is reviewed as it relates to national and state dissemination programs; schools, colleges, and departments of education; teacher centers; the Teacher Corps' dissemination system; intermediate service agencies; associations and nonprofit organizations; the National Network for Vocational Education; the Bureau of Education for the Handicapped; and general assistance centers. Each unit is described in an introduction to the relevant literature. (RAO)

ED095155 95 SP008333
Strategies for Effective Curriculum Planning for "Troubled Youth." Strategy: Establishing Rapport. Intern's Guide. Teachers Corps Associates: Resources for CBTE, No. 10.
Van Brunt, Vida
University of Southern California, Los Angeles.; Wisconsin Univ., Madison. Teacher Corps Associates Program.
1973 35p.; For related documents, see SP 008 322-332
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEDEC74

This training product was developed for the Teacher Corps and designed for use by the intern to help him or her learn ways of quickly establishing rapport with troubled youth. Specific objectives are: (a) that the intern will be sensitized to the affective nature of the commitment to teaching troubled youth; (b) that the intern will be able to identify and define recidivism, high mobility, confrontation with authority, and self concepts as they relate to the teaching of troubled youth; and (c) that the intern will use behaviors that indicate awareness of the four dimensions of establishing rapport with troubled youth. After a preassessment is completed, the intern carries out enabling activities for each of the objectives. These activities include attendance at lectures and demonstrations, viewing of audiovisual presentations, readings, and sensitivity exercises. A bibliography is included. (HMD)

ED095154 95 SP008332

Strategies for Effective Curriculum Planning for "Troubled Youth." Instructor's Guide to the Training Package. Teacher Corps Associates: Resources for CBTE, No. 10.

Van Brunt, Vida

University of Southern California, Los Angeles.: Wisconsin Univ., Madison. Teacher Corps Associates Program.

1973 47p.; For related documents, see SP 008 322-333

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEDEC74

This instructor's guide to a Teacher Corps training package is designed to assist the instructor in: (a) sensitizing the intern to the affective nature of the commitment to teacher troubled youth; (b) enabling the intern to identify and define recidivism, high mobility, confrontation with authority, and self-concept, and to describe the relationship of each to teachers of troubled youth; and (c) enabling the intern to employ behaviors which indicate awareness of the four dimensions of establishing good personal relationships with troubled youth. After completing a preassessment, the instructor carries out a series of enabling exercises that focus on listening skills, developing trust, and nonverbal communication. The guide contains handouts for these exercises and also includes a bibliography and a glossary. (HMD)

ED170886 EA011641

Student Initiated Activities: A Strategy in Youth Advocacy.

Goodman, John, Ed.

Vermont Univ., Burlington. Teacher Corps Youth Advocacy Loop.

1978 164p.

Sponsoring Agency: Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Teacher Corps.

Grant No.: G007604001

EDRS Price - MF01/PC07 Plus Postage.

Language: English

Document Type: BOOK (010); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Vermont

Journal Announcement: RIEOCT79

This document is divided into five parts. In Part 1, the reader is introduced to the discussions that follow by an account of the effect of school crime on school climate, and the response of the Teacher Corps and the Office of Juvenile Justice and Delinquency Prevention in creating a joint program in youth advocacy to improve conditions in the schools. The second part is a discussion of the history and present status of student initiated activities in the joint program. Part 3 is coverage of the Youth Participation Conference on Student Initiated Activities, held at Oakland University in November of 1977. The topics of the conference included coverage of both youth and adult training. The fourth section presents brief accounts of both regular Job Corps projects (Activity I) and the special youth advocacy program (Activity II). The last section is made up of various responses to and perspectives on the program. (IRT)

ED143939 CG011723

Students' Perceptions of Behavior and Instructional Practices in Open-Space Schools.

Gauvain, Mary T.; And Others

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Apr 1977 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Contract No.: OEG-0075-02009

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEFEB78

This study investigated students' perceptions of the open-space environment. It focused on their likes and dislikes concerning open space, perceptions of instructional practices and suggestions for improving and utilization of open space in their schools. The study was conducted as part of a Teacher Corps project sponsored jointly by the School of Education at Stanford University and Herbert Hoover Junior High School, San Jose Unified School District, San Jose, California. Besides the type of information collected, this study differs from previous studies in another respect. Open-ended interviews were used rather than forced-choice survey questionnaires which would have limited students in their responses. This method also avoided problems associated with the low academic achievement levels of some of the students in the sample. The relatively free interchange between the interviewer and the respondents permitted the interviewer to discover whether or not each student understood each question. (Author)

ED101163 CE002926
Suggestions for Recruitment of Adult Education Students in Louisiana Parishes. Bulletin No. 1256.
Meno, Marie A., Ed.
Louisiana State Dept. of Education, Baton Rouge.
1974 52p.
Report No.: Bull-1256
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEJUN75

The recruitment booklet is the result of team efforts of a committee to develop working materials which may be utilized for an adult education recruitment program in the local school systems. Each team member individually developed recruitment concepts, which were combined to form a guide. The report is divided into five parts: (1) a statement of the problem and rationale; (2) the effective use of recruitment personnel; (3) the recruitment of adults in low-income areas; (4) the effective use of State, Federal, city, and private agencies in the recruitment of adults for adult education programs; and (5) the recruitment of illiterate adults through the use of volunteers, civic organizations, teacher corps, etc. Specific objectives and activities are given for each in order that the reader may select those appropriate to program needs. Appended are sample forms and specific information related to Louisiana parishes. (Author/AJ)

ED185010 SP015744
Synthesis and Analysis of Data. Volume II. Corpsmember Training Institute. Teacher Corps 1977.
Houston, Robert; And Others
Nebraska Univ., Omaha. Center for Urban Education.
Mar 1978 258p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Contract No.: 300-77-0156
EDRS Price - MF01/PC11 Plus Postage.
Language: English
Document Type: STATISTICAL MATERIAL (110); TEST, QUESTIONNAIRE (160); TEACHING GUIDE (052)
Geographic Source: U.S.; Nebraska
Journal Announcement: RIEAUG80

This document is primarily intended as a companion piece to Volume I, which is entitled Description of CMTI. The first volume is, essentially, a description of the 1977 Teacher Corpsmember Training Institute, while the second volume is an analysis of the data contained in the first document. Volume Two is divided into four parts. Chapter One is a description of the data collection instruments and procedures. Chapter Two describes the participants in the institute in terms of personal characteristics and educational attitudes. Chapter Three is concerned with the organization of the CMTI, and Chapter Four focuses on the impact of CMTI on participants' other professional educational activities. (LH)

ED180945 SP014900
Systematic Ad-Hocism: An Approach to Responsive Inservice Education and School Change.
Brown, Carlton E.
New Hampshire Univ., Durham.
.1978 16p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; New Hampshire
Journal Announcement: RIEMAY80

A method of establishing a successful inservice teacher education program is described. This method involves organizational change as well as individual change based on the assumption that teacher growth and school change are interdependent. The following set of constructs for a responsive inservice teacher education program are identified: (1) all inservice efforts should include required work that focuses the teacher's concentration on the classroom; (2) all inservice work should attempt to combine theory and practice; (3) all inservice work should assist the teacher to develop, integrate, or alter the concepts and techniques learning through classroom implementation and practice with the assistance of an instructor; and (4) inservice instructors should tailor concepts and techniques to the particular school organization for successful continuation and incorporation. (JD)

ED021668# RC002460
Taking Advantage of the Disadvantaged.
Fantini, Mario D.; Weinstein, Gerald
Columbia Univ., New York, N.Y. Teachers College.
The Record (Teachers College, Columbia University). v69 n2 Nov 1967
Nov 1967 14p.
Sponsoring Agency: Ford Foundation, New York, N.Y.
Report No.: JR-25
Available from: Ford Foundation, Office of Reports, 320 East 43 Street, New York, New York 10017 ($1.25).
Document Not Available from EDRS.
Language: ENGLISH
Journal Announcement: RIEJAN69

The problem of the effective development of educational programs for the educationally disadvantaged is discussed. Salient points for the revitalization of American education are presented, including the major thesis that all American children are educationally disadvantaged. To improve the education of disadvantaged children, the educational process is examined. Major suggestions include parent-teacher participation in curriculum planning, a total educational program encompassing early childhood through college, the development of curricula relevant to the learner's environment, and school oriented diagnostic procedures to determine individual program requirements. Implications for the use of computers in future educational systems are presented. (JM)

ED169015 SP014010
Teacher Adaptation of Research Findings Through Inservice Education.
Pine, Gerald J.
Portsmouth Public Schools, N.H.
1979 28p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; New Hampshire
Journal Announcement: RIEAUG79

A program designed to adapt educational research findings to practical classroom use is described. A variety of options for adapting research through inservice education are described. They include formal university courses after school, released time programs, one to one and small group consultations, independent study, graduate research theses, visitations, professional conferences, team planning meetings, and support for teacher action research and pilot program proposals. Proposals for action research and pilot programs are supported by the project for materials, consultative services, and publication and dissemination. The program is designed to accommodate different styles and paces of teachers. (JD)

ED042702 SP004136
Teacher Corps at New Mexico State University. Final Narrative Report: Cycle II.
Short, Evelyn H.
New Mexico State Univ., Santa Fe.
Jul 1969 12p.
Sponsoring Agency: Teachers Corps, BEPD.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEJAN71

Goals for the 2-year program were 1) to provide immediate assistance to disadvantaged youth at an early age from teacher-interns specially equipped to diagnose their student needs and provide appropriate learning experiences; 2) to provide sufficiently strong preparation for teaching so that interns will achieve enough success to desire to continue teaching disadvantaged youth; 3) to try new approaches leading to progressive development of more effective and efficient teacher education programs. Preservice began with 28 corpsmen in laboratory and seminar classes which emphasized exploring the world of the public school classroom. Inservice combined internship in the elementary schools with campus classes, the two running in parallel sequences of subject matter: reading, math, social studies, science, and physical education. More theoretical courses were reserved for summer to give interns a chance to synthesize their learnings. Program effects on the university include three new courses in the curriculum and greater use of interdepartmental team teaching and video tape equipment. The impact on the schools was also strong particularly in areas of teacher knowledge of new methods and materials, and practice of team teaching. Corpsmen participated in diversified and individualized community activity. Evaluation methods included oral exams, National Teacher Exams, and teaching effectiveness ratings. The program was clearly successful. (JS)

ED115641 SP009712

Teacher Corps Conference. A Sharing of Experiences.

Bryant, Brenda, Ed.

Syracuse Univ., N.Y.

Jun 1974 96p.; Papers prepared for the Teacher Corps Cycle Staff Development Conference (8th and 9th, Washington, D.C., June 9-13, 1974)

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC04 Plus Postage.

Language: ENGLISH

Document Type: CONFERENCE PAPER (150)

Journal Announcement: RIEAPR76

This report comes out of the 1974 Teacher Corps Conference, which was held to acquaint Teacher Corps personnel with new ideas to enhance their abilities to train interns to work with children with special needs. The first part of the report is composed of 18 speeches on topics such as: community involvement in education, ethnic diversity, discrimination, performance-based teacher education, handicapped children, and the past and future of Teacher Corps. The next part consists of seven reports based on small, informal skill sessions held to give participants opportunities to learn about competency-based teacher education and diagnostic-prescriptive teaching. The majority of the presentations stress the problems and issues which have contributed to the imperfect functioning of the public schools, and represent a commitment on the part of speakers to try to show how the Teacher Corps can be a tool in improving the public school system through creating effective models of what can be done. (CD)

ED162966 95 SP013345

Teacher Corps Developmental Conference, 1976. Reflections. Expressions. Directions.

Savage, John, Ed.

Nebraska Univ., Omaha. Center for Urban Education.

Jul 1976 263p.; Report of conference (Washington, D.C., July 18-23, 1976) ; Not available in hard copy due to marginal reproducibility of photographs and text

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: CONFERENCE PAPER (150)

Geographic Source: U.S.; Nebraska

Journal Announcement: RIEAPR79

The primary concern of this conference was the seeming discrepancy between role groups and functions within and across Teacher Corps projects and the importance of local team members working together toward identified goals. Speeches were presented on the following major topics: (1) collaboration and teaming; (2) preservice and inservice training designs; (3) developmental planning and institutional adoption of models; (4) evaluation, management, and demonstration; (5) community education; (6) multicultural education; and (7) educational leadership. (JD)

ED162965 95 SP013344

Teacher Corps Developmental Conference, 1977.

Savage, John, Ed.

Nebraska Univ., Omaha. Center for Urban Education.

1977 235p.; Not available in hard copy due to marginal reproducibility of photographs and text

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

Contract No.: 300-77-0156

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: CONFERENCE PAPER (150)

Geographic Source: U.S.; Nebraska

Journal Announcement: RIEAPR79

The primary purpose of this conference was to update members of the Teacher Corps on current issues in education as they relate to the Teacher Corps. Speeches delivered by individuals from federal, state, regional, and local levels of the Corps are printed in their entirety. (JD)

ED114389 95 SP009637

Teacher Corps Elementary Science Education Requirements. EDE 560.

Oberlin, Lynn

Florida Univ., Gainesville.

1973 27p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: MISCELLANEOUS (999)

Journal Announcement: RIEMAR76

The first page of this list of requirements for elementary science teachers lists overall course objectives for a Teacher Corps science education course. Next are instructions for learning to use the Science Teacher Observation Rating Form, followed by an analysis of each item on the form, instructions for scoring it, and a copy of the form itself. The next part contains objectives for the student to complete in order to become familiar with three new science programs. This part also contains the forms to complete in order to examine each program. The final part concerns teaching techniques. It lists requirements that must be met and contains several forms for the student to complete. (RC)

ED185008 SP015722

Teacher Corps Evaluation.

Steffensen, James P.; And Others

Nebraska Univ., Omaha. Center for Urban Education.

1978 168p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

Contract No.: 300-77-0156

EDRS Price - MF01/PC07 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142); STATISTICAL MATERIAL (110)

Geographic Source: U.S.; Nebraska

Journal Announcement: RIEAUG80

The papers selected to provide this resource deal specifically with evaluations of the Teacher Corps as opposed to evaluation of issues and problems generally. The first paper does address concisely the current dialogue in the educational evaluation community, but its role in this publication is secondary to discussion of evaluation activities in the Teacher Corps today. The second paper offers a critique of ten years of evaluation of the Teacher Corps and also address the alternatives available to federal programs. It also discusses choices made by the Office of Education and Teacher Corps among those alternatives. The final paper is a statement of the work accomplished by the Evaluation of Teacher Corps Program 78 and Program 79. (Author/JD)

ED147263 SP011817

Teacher Corps Goes International: The Micronesia/Ponape Experience.

Baker, Frederick J.

.1975 7p.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEAPR78

This document describes the East Caroline Islands lying in the Ponape District and the development of a Teacher Corps inservice program to aid public school teachers in professional development. Program objectives were to: (1) up-grade basic and professional skills of Micronesian interns; (2) implement a University Without Walls baccalaureate program in the Trust Territory for Micronesians; (3) demonstrate a model for teacher training which could be implemented in other parts of Micronesia; (4) utilize and support the teacher education programs at the Community College of Micronesia; and (5) develop culturally relevant teacher training curriculum materials. The project also sought to combine three elements into its degree process: academic, inservice, and community. The program dealt with instruction in Generic Teaching Skills, Interactional Analysis, English Improvement, Mathematics Improvement, Social Studies Methods, Lesson Planning, Evaluation, and Community Education. This instruction, in conjunction with course work at the Community College of Micronesia, previous course work at other colleges, and documentation of previous work and life experiences, comprise the total degree plan of each intern. Upon completion the intern receives a Bachelor of Science Degree with special emphasis on teacher training. (MJB)

ED106274 95 SP009185

Teacher Corps Graduates in Highly Innovative Roles in Education: A Follow-Up Study. Final Report, Phase II.

Marsh, David D.; Lyons, Margaret F.

Pacific Training and Technical Assistance Corp., Berkeley, Calif.

Feb 1975 62p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Contract No.: OEC-0-73-5174

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIESEP75

This document further analyzes a two-year Teacher Corps study which was conducted by Pacific Training and Technical Assistance Corporation for the U.S. Office of Education. The results of the first and second years of study have been reported elsewhere. This volume presents the results of a further analysis of data collected in the first year of the study dealing with the relationship between intern background characteristics and Teacher Corps program characteristics, and the teaching skills and attitudes of interns at the end of their two years of training. The goals of this study are: (a) to provide information that could serve as a bais for redirecting efforts to recruit interns, selecting new Teacher Corps projects, or providing technical assistance to projects; (b) to provide information that could be used to identify special strengths or weaknesses at any one project site and, consequently, to suggest the need for special recruiting procedures for interns or for technical assistance efforts; (c) to further explore the relationship between teacher background, Teacher Corps program characteristics as related to the teaching skills, and attitudes of interns at the end of their two years of training; and (d) to answer management-oriented questions regarding the development of effective Teacher Corps projects and the assessment of the quality and effectiveness of the projects. (A large section of the document is devoted to tables illustrating the interns' background and Teacher Corps program characteristics.) (JS)

ED103344 95 SP008885
Teacher Corps Handbook for Team Leaders.
Hamlin, Freda M., Comp.; And Others
East Tennessee State Univ., Johnson City.
Jul 1968 64p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEJUL75

This handbook for team leaders contains five chapters. The first deals with the team leader as liaison between all other persons and institutions connected with a particular program. The second discusses changes required of interns in assuming the role of team leader after having been a teacher. The third chapter describes the team leader's activities and responsibilities as a trainer of teachers. Chapter four deals with intern conferences and visitations, and chapter five outlines evaluative activities of team leaders. Appendixes include advice to a beginning teacher, guidelines for getting acquainted with a community, evaluative devices, team leader schedules, and a selection of interns' views of team leaders. (PB)

ED100922 SP008852
Teacher Corps in Vermont: The Question of Parity.
Myers, H. Bud
3p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEMAY75

Growing from an intense interest in community control of education in the mid-1960s, the National Teacher Corps indicated that its programs must reflect shared decision making at the local level. More specifically, guidelines for programs stipulated that parents, representatives of the local community, state educational personnel, higher education personnel, professional association representatives, teachers, and administrators be involved in collaborative decision making. The suggested vehicle for involvement was identified as the "school-community council." Unfortunately, guidelines were vague with respect to the nature of the involvement at the local level. Time limitations, bureaucratic "red tape," and the composition of the local steering committee to include individuals whose needs are often at odds with each other have compounded the problem. What can be done to make these groups more effective? Collaboration seems to depend a great deal on the clarity with which each of the collaborators understands his or her own goals to program design. In addition, a firm resolution by communities and colleges not to sell their own opportunity to design effective programs for a few dollars will carry a message that real collaboration begins with people. (JA)

ED195550 SP017190
Teacher Corps Networking: Purpose and Potential.
Ford, Paul; And Others
Western Washington Univ., Bellingham.
1980 83p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Contract No.: 300-78-0334
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Washington
Journal Announcement: RIEAPR81

An overview is presented of the objectives of the Far West Teacher Corps Network. A description is given of the development of the network and achievements in the areas of community involvement, inservice teacher education, exceptional child programs, management information systems, and project management and evaluation. Chapters are included on the role of the executive secretary and the network theory from a Teacher Corps perspective. Generalizations are offered for those who are interested in establishing a network. It is suggested that even though network members do not have identical objectives, it is possible for them to help each other if they share a common goal. Network governance as well as program policy and implementation should rest equally among the membership, and decision making should be shared. Flexibility and responsiveness to the changing needs of members' projects characterizes a successful network. (JD)

ED138568 95 SP010994
Teacher Corps Planning Conference: Summary Report.
Jul 1974 184p.; Report of Round Table on Teacher Corps Planning, Belmont Conference Center (Elk Ridge, Maryland, July 23-26, 1974)
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC08 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PROCEEDINGS (021)
Journal Announcement: RIESEP77

Participants at this four-day meeting of the Teacher Corps Planning Conference discussed the past function of the Corps and possible future courses. The general outline of the agenda was to look into the substantive fields for Teacher Corps focus and the priority needs in teacher education to which the Teacher Corps should address itself. Project design and support were also under consideration. The financing of the Corps and its relations with Congress were described and discussed at length. The consensus of opinion in regard to the position of the Corps within the structure of the government was that the Teacher Corps should perform as a special world somewhere between that of the Office of Education and the National Institute of Education, since much of the original work of the Corps was to carry government-developed educational plans into field development. It was recommended that: (a) some restructuring is required in the training of teachers for the project, in evaluating the trainees, and in obtaining better community and parental support; (b) a program should be provided for placing and supporting trainees and following them up; (c) a comprehensive support service plan should be worked out by the administration; and (d) each proposal should contain a full report on needs assessment. This document is a verbatim account of the discussions of the group. The documents they worked from are not included. (JD)

ED186371 SP015796
Teacher Corps Portraits. Four Case Studies.
Savage, John A.
Nebraska Univ., Omaha. Center for Urban Education.
Dec 1977 109p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Contract No.: 300-77-0156
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Nebraska
Journal Announcement: RIESEP80

The experiences and observations of Teacher Corps teacher interns in four different cultural settings are related. The community characteristics, social and cultural values, and coping techniques of the inservice teachers in each of these locales are described. The sites chosen for these case studies were a Native American reservation, an inner-city school, a school located in a small town in mid-America, and a Mexican-American barrio. (JD)

ED191837 SP016682
Teacher Corps Projects At Work.
Eckenrod, James S.; And Others
Far West Lab. for Educational Research and Development, San Francisco, Calif.
May 1980 167p.
Sponsoring Agency: Department of Education, Washington, D.C.
Contract No.: 300-78-0564
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: DIRECTORY (132); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; California
Journal Announcement: RIEJAN81

This directory lists and describes educational projects developed, under development, and projected for development by the Teacher Corps throughout the United States. Details given for each project include: (1) name and geographic area; (2) use of ERIC descriptors to describe the major subjects; (3) intended audience; (4) brief description of the project; (5) utilization and effectivenesss of results; (6) project implementation; (7) costs; (8) project director, and (9) services available to adopters of the projects. (CJ)

ED106299 95 SP009216

Teacher Corps Projects: Description and Implications for Management. Final Report, Phase 2.

Marsh, David D.; Lyons, Margaret F.

Pacific Training and Technical Assistance Corp., Berkeley, Calif.

Jun 1975 109p.; For related document, see SP 009 185

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Contract No.: OEC-0-73-5174

EDRS Price - MF01/PC05 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIESEP75

This three-part report presents the results of an analysis of data collected in the first year of a two-year Teacher Corps study. The study attempts to answer management-oriented questions regarding the development of effective Teacher Corps projects and the assessment of quality and effectiveness of the projects. The report (a) provides an expanded description of program characteristics of the 20 Teacher Corps projects; and (b) reanalyzes the relationship between teacher background, Teacher Corps program, and intern teaching skills using different statistical procedures and variable groupings. The first part of the report presents an overview of the study. The second part describes the (a) Teacher Corps programs, (b) characteristics of Teacher Corps staff, (c) use of competencies in the project, (d) personalization of the program for interns, (e) school-based program for interns, (f) community component, and (g) collaborative decision-making. The third part analyzes data elicited from the study and includes the following: (a) discriminant function analysis, (b) factor analysis of Teacher Corps program characteristics, (c) factor analysis of intern teacher performance characteristics, (d) canonical correlations relating Teacher Corps programs to intern teacher performance, and (e) conclusions. An appendix of tables illustrating the analyzed data is included. (JS)

ED109062 95 SP009308

Teacher Corps Teacher Education Materials Bibliography. The Emporia Collection.

Williams, John Reed, Ed.; And Others

Kansas State Teachers Coll., Emporia.

25 Nov 1974 97p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC04 Plus Postage.

Language: ENGLISH

Document Type: BIBLIOGRAPHY (131)

Journal Announcement: RIENOV75

This bibliography is comprised of materials gathered for the resource center at the 8th and 9th Cycle National Teacher Corps Conference, 1974. Materials were gathered from the following sources: (a) The Teacher Education Development Service Resource Center on Competency-Based Teacher Education (CBTE), School of Education, State University of New York at Albany; (b) The Bambi Collection; and (c) the Division of Teacher Education and Certification, New York State Department of Education. The materials have been categorized under four headings: (a) special education teacher training materials, (b) elementary teacher training materials, (c) middle school and secondary teacher training materials, and (d) other source materials for teacher education. Extensive systems of modules have been included under the first three headings, and listed under the university or laboratory responsible for development. Materials referenced in this collection are housed in the Teacher Corps Resource Center at Emporia Kansas State College, and are available for general use. (Author/JS)

ED092544 95 SP008137

Teacher Corps Teacher Education Materials Bibliography: The Bambi Collection.

Olmsted, Lucia

Kansas State Teachers Coll., Emporia.

May 1972 75p.; Materials gathered for the 7th Cycle Teacher Corps Role Group Conference (Washington, D.C., May 1972)

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Document Type: BIBLIOGRAPHY (131)

Journal Announcement: RIEOCT74

The materials in this bibliography are grouped into the following categories: (a) materials for training teachers; (b) materials for teaching children; (c) teacher certification materials; (d) educational management materials; (e) materials relating to performance-based assessment; (f) materials relating to educating children with learning and behavioral problems in the regular classroom; (g) community-based education materials; (h) materials on team teaching, differentiated staffing, and team leaders; (i) materials relating to correctional education; (j) materials relating to education for native Americans; (k) overview materials on competency-based teacher education; (l) materials on the identification of teacher competencies; (m) ethnic studies materials; and (n) elementary teacher education models materials. The materials for training teachers are further divided into 16 categories including instructional skills and strategies, reading, science, instruction design, and media. The materials for teaching children include documents relating to instructional skills and strategies, language arts, mathematics, science, social studies, physical education, and industrial arts. (PD)

ED178525 SP015044
Teacher Corps. National Conference Report 1978.
Collins, Paul, Ed.; And Others
Nebraska Univ., Omaha. Center for Urban Education.
1978 318p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Contract No.: 300-77-0156
EDRS Price - MF01/PC13 Plus Postage.
Language: English
Document Type: CONFERENCE PROCEEDINGS (021)
Geographic Source: U.S.; Nebraska
Journal Announcement: RIEMAR80

Speeches given at the 1978 National Conference of the Teacher Corps are reproduced in this report. These presentations are divided into three general categories--topics of broad interest to educators, trends in education, and the responsibilities of the teacher corps. (JD)

ED158410 EA010837
Teacher Corps--Demonstrating the Concept of Alternative Schools.
Freiberg, H. Jerome
Jun 1978 31p.; Paper presented at the Canadian School Trustees' Association Congress on Education (1st, Toronto, Ontario, June 17-21, 1978); Pages 4 and 8 may not reproduce clearly
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150)
Geographic Source: U.S.; Texas
Journal Announcement: RIEJAN79

The University of Houston/Houston Independent School District Teacher Corps project is designed to demonstrate the operation of an alternative school program intended to promote desegregation and to train educational personnel to function effectively in alternative schools in an urban setting. The project demonstrates how coordination of the resources and needs of collaborating agencies--the district, the university, the profession, and the community--can promote success of the individual within an alternative school. The project has seven major goals: to develop and field test a program that puts students and instruction at the center of the decision-making process; involve parents and the community in decision-making; provide multi-cultural, bilingual instructional materials; develop a coordinated preservice/inservice staff development program for personnel at all levels; establish a center for the development of human potential; provide a comprehensive strategy to facilitate operations of alternative schools; and provide a model for disseminating products and processes produced. (Author/IRT)

ED042689 SP004066
Teacher Corps--Urban. Cycle II, Final Program Report.
University of Southern California, Los Angeles.
1969 46p.
Sponsoring Agency: Teachers Corps, BEPD.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEJAN71

This document reports the Cycle II Teacher Corps Urban Program at the University of Southern California, a 2-year effort to prepare teachers to work effectively in disadvantaged communities of such diverse racial and ethnic groups as Negroes, Mexican Americans, poor whites, Japanese, Koreans, and Samoans. There is brief description of the two phases of the program: 1) academic course work, community field activities, special workshops, demonstrations, and meetings in the preservice phase, and 2) the combination of gradually increasing responsibilities in the local schools with course work in the inservice phase. Program evaluation and the research projects growing out of the program are briefly described. Innovations introduced into the teaching strategies and curriculum at USC to facilitate corpsmen training are described: corpsmen treated as an intact group, block scheduling, structure and sequence of courses, and interrelationship of course work. Also included are lists of institutional changes at USC brought about by the Teacher Corps program including introduction of courses and content new to teacher education. Involvement of corpsmen in developmental trends within the seven participating school districts is discussed in outline form with innovative approaches, institutional changes, and community involvement described on a district-by-district basis. (JS)

ED086671 SP007608
Teacher Corps/Peace Corps Competency Based Elementary Physical Education Project.
Enberg, Mary Lou
Washington State Univ., Pullman. Coll. of Education.
Nov 1973 68p.
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEMAY74

The Teacher Corps/Peace Corps project in elementary school physical education at Washington State University provided a graduate program which was competency based, field based, and partially individualized. The program attempted to fulfill the organizational goals of the two sponsoring federal agencies (Teacher Corps and Peace Corps). Teacher interns, who had previously earned baccalaureate degrees, completed a 12-month program of three phases: preservice, which stressed preparation for teaching, subject matter, and community needs; in-service, which included teaching in the school districts and graduate course work in teaching, curriculum, learning, development, and methods of research; and postservice, which included thesis proposal approval, additional course work in administration and supervision, and training in how to conduct in-service programs for classroom teachers. Twenty-four of 25 interns completed the program in 1973 and were recommended to the Superintendent of Public Instruction as qualified provisional (initial) teachers of elementary school physical education. (Author/JA)

ED129738 95 SP010451
Teacher Corps/Youth Advocacy Projects: Education for Troubled Youths.
Lauen, Roger J.
Office of Education (DHEW), Washington, D.C. Teacher Corps.
1976 26p.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: BOOK (010)
Journal Announcement: RIEFEB77

The Youth Advocacy Projects of the Teacher Corps are those that deal with the educational needs and ways of responding to the needs of criminal offenders. The program involves two-year programs for teacher training and utilization. The number and scope of these projects, originally called Corrections Projects, is outlined and illustrated. The six operating projects are presented and analyzed in a comparative fashion that highlights critical areas of the programs: shared goals and objectives, governance and administration, staffing patterns, educational and curricular emphasis. There are changes needed in all facets of education, particularly as it relates to troubled youth. Some critical elements of these changes are examined including: educational content/curriculum; learning and teaching techniques; interdisciplinary curricula and collaborative decision-making; and local education agencies. The unique concept of the community in the Youth Advocacy Projects is discussed as a support system and in its relationship with the criminal justice system. The final section of the report describes a number of issues related to education and troubled youth and cites some examples where the issues are being dealt with. The issues are: curriculum, teacher training, alternative school structures, integration of human services, and interorganizational cooperation. (JMF)

ED075134 RC006906
Teacher Corps, A Model for Training Teachers. Position Paper.
Wilson, Roger
Apr 1973 19p.; Paper presented at Native American Teacher Corps Conference, Denver, Colorado, April 26-29, 1973
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEAUG73

Several inadequacies exist in the training of those teachers who teach in reservation schools. These teachers often know nothing of the special characteristics of reservation life, of the language and culture of their pupils, or of the best ways to teach children of non-Anglo backgrounds. This absence of knowledge then causes adjustment frustrations for both the teacher and the students. Some suggestions for recruiting and producing better teachers of non-Anglos include (1) retrainig existing staff; (2) cooperating with colleges of education to help prospective teachers learn enough of an American Indian culture and language to deal effectively with children of that culture and language; and (3) taking as candidates people who are native to the area, familiar with the language and culture, and accustomed to the isolation and distances involved in living and teaching on a reservation. Additionally, the origin, administration, and organization of the Navajo-Hopi Teacher Corps Program are discussed. A competency based teacher education program is noted as one of the outstanding features of the Teacher Corps Program. It is concluded that with the proper professional preparation of Indian people, they should eventually be controlling their own educational destiny and have full self-determination. (HBC)

ED032256# SP003030
Teacher Corps: A New Dimension in Education. Selected Readings.
Kennedy, V.J., Ed.; Roush, Robert E., Ed.
Houston Univ., Tex. Bureau of Educational Research and Service.
1969 236 p.
Available from: Bureau of Educational Research and Services, University of Houston, Houston, Texas 77004 ($3.75)
Document Not Available from EDRS.
Language: ENGLISH
Journal Announcement: RIEJAN70

This collection of 46 journal articles, compiled to provide readers with a description of all facets of the National Teacher Corps program, is intended to represent the diverse points of view of many recognized leaders in the fields of compensatory, public school, and higher education. The book is designed especially for Teacher Corps interns and team leaders and for public school administrators interested in establishing a Teacher Corps program in their schools. The editors provide brief introductions to each section. Articles in part 1 deal with the authorization, administrative structure, and objectives of the program, which was designed to recruit and train teachers who would work in areas having large concentrations of low-income families or minority groups. Part 2 on the Corp's contribution to change in the structure and content of teacher education programs includes descriptions of some of the innovations introduced into programs to train corpsmen. Articles in part 3 deal with the Corps' impact on classroom instruction procedures; included are representative local program descriptions and discussion of specific innovations designed to provide instruction that is more relevant, more individualized, and more effective with disadvantaged children. Part 4 contains articles on patterns and perspectives for the future. Articles in the appendix provide a sample of editorial comment about the Teacher Corps from trade journals and commercial magazines. (JS)

ED109083 SP009330
Teacher Corps: Past or Prologue?
National Advisory Council on Education Professions Development, Washington, D.C.
Jul 1975 73p.
Available from: National Advisory Council on Education Professions Development, Suite 306, 1111 20th Street, N.W., Washington, D.C. 20036 (Free)
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIENOV75

This evaluation report on the Teacher Corps is divided into three parts. The first part describes the past and present status of the organization, looking at a) origin and history, b) the 1974 amendments, c) current operations, d) staffing and financial data, e) scope, f) minority recruitment, and g) analysis of past evaluations. The second part assesses Teacher Corps in terms of the following: a) progress toward goals and objectives, b) comparison with other teacher education programs, c) cost effectiveness, d) program flexibility, e) efficient management, and f) comprehensiveness. The third part comprises a list of recommendations. Five appendixes are included which contain a) a legislative history, b) a synopsis of the tenth cycle, c) a listing of evaluations, d) responses to a questionnaire, and e) a listing of special development projects. (PB)

ED029854 SP002694
Teacher Corps: Two Years of Progress and Plans for the Future.
Teacher Corps, Washington, D.C.; Washington School of Psychiatry, Washington, D.C.
15 Oct 1968 63p.
Sponsoring Agency: Bureau of Educational Personnel Development (DHEW/OE), Washington, D. C. Teachers Corps.
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEOCT69

This interim report presents operational and evaluational concepts and results and plans of the Teacher Corps from 1966 to 1968 in five sections. Section 1 capsules the objectives of the program: to broaden programs of teacher preparation and to strengthen educational opportunities for disadvantaged youth. The Teacher Corps program is overviewed in the second section with information on the inception and funding of the program; the program's first interns and their problems; the structure of the training programs, including their setting, their involvement in the community, their participants' roles, and their cirriculum relevance; and the future role of the Teacher Corps. Section 3 presents results of an evaluation of the first two-year cycle: an examination of the reasons for the high attrition rate of both interns and their instructors, and the results of an evaluative questionnaire (which dealt with characteristics of the respondents, professional relationships, and satisfaction with the program and its design) completed by both interns and their instructors. Conclusions and recommendations for the future which were suggested by the results of the evaluations are presented in section 4, and the problems involved in setting up an overall program evaluation system are presented in section 5, including the development of a detailed Teacher Corps systems model designed to provide a conceptual model for the evaluation system. (SM)

ED100564 RC008254
Teacher Education for a Multi-Cultural Society: Overview of a Program.
Murphy, D. M.
Alaska State Dept. of Education, Juneau.
Dec 1974 23p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEMAY75

A joint Teacher Crops/Career Opportunities Program/State of Alaska project in its fifth year, Cross-Cultural Education Development/Alaska Rural Teacher Training Corps (X-CED/ARTTC) focuses on exploration of the ends desirable to meet the educational needs of the culturally different and development of the processes necessary to achieve them. A microcosm of the broader society, it provides a cohesive environment dealing not only with the delivery of instruction but with cross-cultural dynamics and the politics of educational change. X-CED/ARTTC departs from the historical teacher education program in that: (1) the students are field-based; (2) "team leaders" are university instructors with full faculty status, salaried exclusively from State funds and located permanently in the field; and (3) a new and alternative curriculum (in content, process, means, and locale of delivery) is being created by the faculty who combine their knowledge and talents with their experience from living and working in the clientele's cultural environments. This paper presents an overview of the: (1) program's efforts and (2) plan to develop a curriculum which has unique features and will co-exist with the more conventional university offering. The proposed undergraduate and graduate programs are outlined by areas of study and degree emphasis. (NQ)

ED100942 95 SP008873
Teacher Interaction. Affective 11.0.
Borgers, Sherry B., Comp.; Ward, G. Robert, Comp.
Houston Univ., Tex. Coll. of Education.
8p.; For related documents, see SP 008 803-806, 867-872, 874 and 875
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEMAY75

This module allows the learner to examine the manner in which he/she interacts by providing a sample of possible interactions and having the learner demonstrate human relations skills by interacting with others. Role playing, group discussion, and feedback form the crux of this module. (MJM)

ED141305 SP011156
Teacher Perceptions of and Reactions to Field Based Programs in Early Childhood, Elementary, and Middle School Education at the University of Georgia, 1973-74.
Elmore, Randy F.; Cromartie, Sue W.
Jun 1975 123p.
EDRS Price - MF01/PC05 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIENOV77

During the school year 1973-1974 the Division of Elementary Education at the University of Georgia had undergraduate programs involving field work in 13 schools. The schools were divided into three categories: centers for competency based teacher education, field experience centers, and teacher corps centers. These programs required the assignment of teams of professors and students to local elementary schools for work with classroom teachers and pupils. A survey was conducted on the classroom teachers' perceptions of and reactions to the field based programs. This report presents an analysis of the survey results. Response to the survey indicated the following reactions: (1) teachers perceived the field-centered programs to be beneficial and well operated; (2) teachers felt the programs benefited pupils in that greater individualization of learning was possible and that teachers themselves were frequently stimulated by the presence of college personnel; (3) students enjoyed their field-based contacts and experiences; (4) on the whole, classroom teachers felt that student teachers frequently taught well and related well to pupils. Four appendixes included in this report contain sample questionnaires given to teachers for evaluation and tables giving responses to individually observed student teacher behaviors. (JD)

ED127273 SP010308
Teacher Role Group Response on Special Training Provided by Projects and Networks in 1975-1976.
Goddu, Roland
New England Program in Teacher Education, Durham, N.H.
Aug 1976 13p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEDEC76

This paper is a summative review of responses received from teachers who participated in Teacher Corps projects during 1975-1976. The survey sought to determine involvement by teachers in Teacher Corps training, planning, evaluation, work-related activities, network activities, and in decision-making about training events. In addition, teachers were asked to rate individual training events they attended during the year and indicate three things that should be modified to make Teacher Corps projects more effective. The survey elicited 54 responses, most of them indicating that: (1) teachers did not feel parity in decision-making; (2) they did not feel training programs were planned, implemented, or evaluated by them or for them; (3) they confused network and university support; (4) they sought improvement of skills to work with interns and other teachers towards improving teaching skills, curriculum, and use of the school plant; (5) they felt projects were not planned, implemented, or evaluated with them; (6) they reported increased expertise in use of special education, reading, math, and other specific curriculum materials, and techniques in classrooms; (7) some expressed concern about community and parental involvement; and (8) a few were aware of the new demonstration focus in Teacher Corps projects. (DMT)

ED190549 SP016493
Teacher Training Perspectives.
Johnson, William H., Ed.; And Others
Loretto Heights Coll., Denver, Colo.
May 1980 59p.; For related document, see SP 016 506.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Contract No.: 300-78-0333
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: SERIAL (022)
Geographic Source: U.S.; Colorado
Journal Announcement: RIEDEC80

This publication consists of articles that detail the state of teacher education programs in the Rocky Mountain area. The articles discuss: 1) the evaluation of college courses taught in a rural setting, 2) professional development and role models, 3) multicultural education, 4) future educational trends, 5) educational cooperation, 6) student learning skills, and 7) student employment. Several Teacher Corps projects are described. (CJ)

ED162978 95 SP013363
Teachers' Centers: A New Voice for Teachers in Teacher Education Reform.
American Federation of Teachers, Washington, D.C.
1978 28p.; Papers presented at AFT Quest '78 (7th, Washington, D.C., April 28-30)
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: 400-77-0092
Available from: American Federation of Teachers, AFL-CIO, 11 Dupont Circle, N.W., Washington, D.C. (Item No. 437, free)
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: CONFERENCE PROCEEDINGS (021)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEAPR79

The titles included in this document are: (1) The New Teacher Center Program; (2) Teacher Corps and Teacher Centers: Forging New Alliances; (3) Teacher Centers: For Exploring What Schools Are Aiming At and How to Get There; and (4) The Detroit Center for Professional Growth and Development. (DS)

ED093844 95 SP008212

Teaching Elementary School Math, Competency-Based Approach. Adams State College.

Evans, Carlton; And Others

Adams State Coll. of Colorado, Alamosa.

.1974 25p.; Paper prepared for the Adams State College Teacher Corps Program (Alamosa, Colorado); For related documents, see SP 008 208-211 and 213-215

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Grant No.: OEG-0-73-1039(715)

Available from: Adams State College, Alamosa, Colorado 81101 (no price quoted)

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIENOV74

The stated goals for the nine modules in this elementary math cluster, which is part of a series developed for the Adams State College Teacher Corps program, are that the intern will: (a) understand the scope and sequence of topics in elementary mathematics, (b) be familiar with a wide variety of activities and materials for use in a mathematics laboratory approach, (c) know various alternative approaches to teaching given mathematics topics, (d) utilize methods which convey understanding of concept rather than rote memorization, (e) realize that pupil attitudes toward a subject are as important as aptitude, (f) understand the relationship between mathematics and other elementary school curricula, and (g) know the relevance of prevalent learning theories to the specific area of mathematics. Each module contains a statement of the underlying rationale, the objectives for the module, enabling activities, and evaluation procedures. Module topics include set theory and operations, numbers, numeration systems, addition and subtraction, multiplication and division, geometric concepts, fractions and decimals, measurement, problem solving, and evaluation of mathematics learning. (HMD)

ED093843 95 SP008211

Teaching Elementary School Social Studies, Competency-Based Approach. Adams State College.

Lonsdale, Helen C.; And Others

Adams State Coll. of Colorado, Alamosa.

.1973 33p.; Paper prepared for the Adams State College Teacher Corps Program; For related documents, see SP 008 208-210 and 212-215

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Grant No.: OEG-0-73-1039(715)

Available from: Adams State College, Alamosa, Colorado 81101 (No price quoted)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIENOV74

This is one of a series of eight Teacher Education Modules developed by Adams State College Teacher Corps Program. The 11 modules in this social studies sequence for the elementary education student have five goals: a) to enable interns to participate in inductive learning situations, b) to introduce interns to some basic concepts of each of the social science disciplines, c) to survey and analyze a variety of social studies resources, d) to enable interns to participate in discussions of elementary social studies teaching plans and learning activities, and e) to enable interns to select and develop social science activities for students of various interests and abilities. Each module consists of a statement of the objective, enabling activities, and evaluation procedures. The module titles are: a) Basic Social Science Concepts, b) Basic Social Studies Concepts and Sequences of Learning Activities for Children, c) Basic Social Studies Concepts and Materials in the Social Studies Resource Center, d) Social Studies Concept Attainment, e) Field Use of Social Studies Concept Attainment Exercises, f) Planning and Inductive Teaching Episode on Concept Formation, g) Field Use of an Inductive Teaching Episode on Concept Formation, h) Analysis, Use and Adaptation of Resources from the Social Studies Resource Center, i) Field Use of Two Resources from the Social Studies Resource Center, j) Investigation of Two Teaching Strategies, and k) Field Use of a Teaching Strategy and Development of Student Evaluation. (HMD)

ED172475 EC114840
Teaching for Talents and Gifts 1978 Status. Developing and Implementing Multiple Talent Teaching.
Taylor, Calvin W., Ed.
Dec 1978 161p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: NIE-PO-77-0075
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIENOV79

The result of a research conference, the document contains a collection of short studies and implementation experiences of leaders in the field of multiple talent teaching. Contributors represent 12 states: Alabama, Florida, Idaho, Illinois, Iowa, Kentucky, Minnesota, New Hampshire, Texas, Utah, Wisconsin, and Wyoming. Each presentation generally touches on six points: (1) how their program was started and when and how financed; (2) coverage of teachers, schools, districts, etc.; (3) evaluation measures and findings--assessment of success and failures; (4) contributions made to Multiple Talent Teaching; (5) recommendations to those interested in adopting teaching for multiple talents; and (6) prospects and issues ahead. Among the programs considered are Project Impact, Project Implode, Talents Unlimited Project, Project Reach, and Teacher Corps Project. Entries include the following: "New Measures Relevant to Talent-Focused Education" (R. Ellison); "Talents Unlimited in Pre-Service Education" (C. Schlichter); "Eleven Multiple Talent Elementary Schools" (B. Thomas); "A Teacher Corps Project on Multiple Talents" (J. Hainsworth); "Idaho's Awakening to Multiple Talent Teaching" (W. Freeman); "Underlying Bases of Multiple Talent Teaching" (C. Taylor); and "A Theoretical Model for Training of Multiple Talent Teachers (J. Juntune and L. Worthley). (SBH)

ED100898 SP008823
Team Leaders View Teacher Corps.
University of Southern California, Los Angeles.
Feb 1969 40p.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: BOOK (010)
Journal Announcement: RIEMAY75

The role of the Teacher Corps team leader involves not only the training and supervision of corpsmen, but also the facilitation of community involvement and intrateam relations. During the preservice program, the team leader helps to plan the program, initiate the corpsmen, lay the groundwork in the community and local school district, and provide assistance in the self-discovery process of interns. Growth and development of the team is the responsibility of the leader and includes aspects such as morale, teamwork, and productivity. The leader must facilitate a positive relationship between the team and the neighborhood by helping to establish organizations for cooperative effort. In the supervision of student teachers, the team leader acts as a stabilizing influence, interprets district policy, selects cooperating teachers, and evaluates interns. (HMD)

ED183555 SP015787
Ten Years of Teacher Corps, 1966-1976. From the Field.
Teacher Corps Recruitment and Referral Center, Los Angeles, Calif.
.1976 36p.; Photographs may not reproduce clearly.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Contract No.: 300-75-0103
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: HISTORICAL MATERIAL (060); COLLECTION (020); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; California
Journal Announcement: RIEJUL80

This brochure contains a collection of articles on significant programs instituted by the Teacher Corps over the ten year period 1966-76. A capsule history of Corps activities during this period and personal profiles of Corps directors are presented. Articles are included on the topics of Teacher Corps instructional programs, community based education, multicultural education, field based education, and collaboration between the Corps and other agencies. (JD)

ED027257 SP002233
The ABC'S of Teacher Corps Recruiting.
Office of Education, Washington, D. C. Teacher Corps.
1967 34p.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEJUL69

The first half of this detailed guide on Teacher Corps recruiting, designed for the use of school administrators, presents all procedures necessary for an effective college campus recruiting program. Included are sections on planning the approach; forming a recruiting team of teacher interns; laying out an interesting schedule (with time planning); implementing public relations (such as securing the support of community leaders, making protocol calls on the college placement director and the public relations officer, ordering posters from Teacher Corps Washington, and enlisting the aid of radio, television, and the press); and the final followup. A chronological checklist summarizing these activities is also presented. Appended as the second half of the guide is a detailed description of a Teacher Corps recruitment program which took place in Chicago in 1967. (SM)

ED113355 SP009592
The Academic Performance of Teacher Corps Interns at Michigan State University--An Interim Report.
McIntyre, Lonnie D.
Michigan State Univ., East Lansing. Coll. of Education.
12p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEFEB76

This Teacher Corps program at Michigan State University is attempting to improve the quality of preservice teacher education within a competency based framework. The program emphasizes consistent use of instructional design and the instructional processes of assessment, goal setting, determining objectives, developing teaching strategies, and evaluating. During this two-year program, students spend 50 percent of their time in an internship at a Lansing elementary school and 50 percent of their time in completing degree requirements. Additionally, the interns receive field-based bilingual training and are involved in a variety of community based activities. In the spring of 1973, 30 interns were selected for this program from populations which included Mexican-Americans and/or Spanish-speaking, blacks, American Indians, and economically disadvantaged whites. On examining the academic achievement of these interns, it was found that the mean grade point average for these Teacher Corps interns was the same as for the seniors in the College of Education at Michigan State University. Fifty percent of the minority interns had grade point averages equal to or better than the average for the seniors in the College of Education. The nonminority interns had the highest grade point averages of any of the groups in this comparison. When the interns were grouped by sex, the male interns appeared very similar to the minority interns, while the females closely resembled the nonminority interns. (BD)

ED171670 SP014288
The Adaptation and Adoption of Research and Development Products for Institutionalization of Change.
Bergman, Wayne; Quirk, William
28 Feb 1979 26p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Kansas
Journal Announcement: RIEOCT79

The field-based masters degree program at Emporia State University was designed to meet the needs of fully employed teachers and supervisors. The curriculum materials and delivery system sought to address the following research-based needs: (1) create an ongoing organizational policy making structure; (2) develop a method of shared decision making at an individualized teacher level; (3) relate the majority of the inservice program to the university graduate credit system; (4) extend preexisting university graduate degree programs into a field-based mode for curriculum development; and (5) engage all participants in an ongoing cyclic process of learning-innovating-implementing-evaluating. Research and development products were adapted and packaged for the inservice instruction as substitutes for the requirements of the regular degree program. Courses focused on needs assessment, developing instructional plans, supervision of instruction, and interpersonal communication. The delivery system was supported by both the university and the local education agency, and a Teacher Corps group helped in bringing about the needed institutional change. (DS)

ED182015 PS011156

The Anatomy of a Program of Humane Discipline in the Atlanta Public School System.

Atlanta Public Schools, Ga.; Atlanta Teacher Corps Consortium, Ga.

1979 31p.

Available from: Atlanta Teacher Corps, 2930 Forrest Hill Dr., S.W., Suite 208, Atlanta, GA 30315 ($0.50; 10 or more copies, $0.30 each)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Georgia

Journal Announcement: RIEJUN80

This document on discipline in school describes the policy, processes and products prepared as supportive resources used in Atlanta, Georgia schools. Basic components of inservice training and support for the discipline policy are listed. A school climate survey questionnaire used in a survey of teachers is included with results which reflect the attitudes of Atlanta classroom teachers toward the district's discipline program. Supportive resources for discipline program implementation include a district operations manual, administrator and teacher manual, action plan forms, brochures for students and letters to parents. Procedures for in-school suspension and a detention policy are indicated. (Author/RH)

ED024621 SP001812

The Beginning Teacher. The Bulletin of the National Association of Secondary School Principals, Volume 52, Number 330, October 1968.

National Association of Secondary School Principals, Washington, D.C.

Oct 1968 157p.

Sponsoring Agency: National Association of Secondary School Principals, Washington, D.C.

Available from: National Assn. of Secondary School Principals, 1201 16th St., Washington, D.C., ($2.00).

EDRS Price - MF01/PC07 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEAPR69

The major portion of this issue of the Bulletin consists of reports of various aspects of the National Association of Secondary School Principals (NASSP) Project on the Induction of Beginning Teachers, a three-year demonstration program (involving 188 beginning teachers and 37 cooperating teachers in 33 schools in Michigan, Virginia, Missouri, Ohio, and Florida) designed to discover means by which the critical first years can be made better ones in order to reduce the teacher dropout rate. Other papers relating to the professional development of new teachers are also included. Section 1, "That First Year: The Way It Is," includes articles describing the first year as seen from the viewpoint of a teacher educator, a beginning teacher, and school administrators. Section 2 consists of three articles describing new patterns of induction used in a New York State project, in a Hawaii project, and in the Teacher Corps. Section 3, devoted entirely to reports of the NASSP project, includes articles by the director, the assistant director, two beginning teachers, a cooperating teacher, a school-based inservice leader, and two principals. Both articles in Section 4, "Preparation and Beginning," focus on the effects of preservice preparation on the experiences of beginning teachers. (JS)

ED100908 95 SP008836

The Black Culture Ghetto Cycle Syndrome.

Chochezi; And Others

Houston Univ., Tex. Coll. of Education.

29p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEMAY75

This learning component provides interns with insight into the dynamics of black culture and the ghetto cycle syndrome, develops positive attitudes toward black people and black culture as reflected in the behaviors of black people, and relates this knowledge and information to the understanding of other cultures. Activities within the component emphasize the black family, eco-political systems, discrimination against black people, human demoralization, and untapped resources. Two modules are presented, culture and the black family, with learning activities bibliographies, and flow charts. (MJM)

ED041254 AL002424

The Camera as the "Eye of the Mind." A Pilot Project for Visual Literacy and the Teaching of English as a Second Language to Disadvantaged Spanish Speaking Migrant Children.

Heffernan-Cabrera, Patricia

.1970 17p.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEDEC70

This document is a prospectus for a pilot project being developed by Teacher Corps Rural-Migrant, University of Southern California, in cooperation with the Cutler-Orosi Unified School District in Tulare County, California. The project aims to "utilize visual literacy to teach English as a second language and to develop other communication skills in educationally handicapped Spanish-speaking Mexican American children of migrant and seasonal farm workers, using the camera as the 'eye of the mind' to bring out self-perception, environmental awareness, and the ability to interact in and relate to, read and write about (in both English and Spanish) the 'world we live in.'" One of the specific objectives is to "show that learner-centered curriculum created by the child with a camera, which allows that child to 'invent' himself and conceptualize about the world he lives in, is a more effective teaching tool than teacher-generated, cognitively devised material which must be taught in a rigidly structured and controlled sequence." A discussion of the author's rationale, the type of activities to be incorporated into this "Visual Literacy" program, evaluation and dissemination, and the hardware to be used, are presented. (See AL 002 444 for a description of the pilot program carried out at the Yettem, California school.) (AMM)

ED199220 SP017630

The Certainty of Change Theory: An Analysis of Experience and Ideology.

Pine, Gerald J.

1981 47p.; Paper presented at the Annual Conference of the Association of Teacher Educators (Dallas, TX, 1981).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Michigan

Journal Announcement: RIEJUL81

A change strategy, known as "systematic ad hocism," is based on three assumptions: (1) A concentration on individual teacher concerns as a first step in the change process is justifiable; (2) Encouragement of dialogue among teachers who have taken individual actions leads to collaborative actions and provides bases for organizational change; and (3) Inservice education must be responsive to stated needs, involve both theory and practice, and allow multiple entry and exit points for the teaching staff through multiple delivery systems. A description is given of adapting this change strategy in a Teacher Corps project and of the project's successes and failures in achieving change. An analysis is given of ideologies of change as they inform theory and practice. It is concluded that fundamental macro educational change has been difficult to achieve because change theory and technology have been historically weak. (JD)

ED019377 UD005991

THE CITY IS A TEACHER.

HOWE, HAROLD, II

13MAY1966 13P.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: CUMREPT

THE PROBLEM OF POVERTY IN THE CITY GHETTO FORMS A COMPLICATED CHAIN OF DISCRIMINATION AND LOST OPPORTUNITIES FOR WHICH ALL AMERICANS PAY. COSTS ARE INCURRED FROM POOR EDUCATION, UNEMPLOYMENT, WASTE OF INDIVIDUAL TALENT, RISING CRIME RATES, MILITARY SERVICE REJECTION RATES, AND OTHER SOCIAL PROBLEMS. THE EDUCATION LINK IN THIS CHAIN IS THE SEGREGATED, INFERIOR SCHOOL. RECENT EFFORTS AIMED AT IMPROVING GHETTO SCHOOLS INCLUDE TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT AND THE NATIONAL TEACHER CORPS. AT THE NATIONAL LEVEL, THE U.S. OFFICE OF EDUCATION HAS BEEN RESPONSIBLE FOR ABOUT 100 PROGRAMS. MEASURES FOR IMPROVING THE GHETTO SCHOOL AT THE LOCAL LEVEL SHOULD INCLUDE INCREASED FINANCIAL SUPPORT AND SPECIAL SERVICES SUCH AS COUNSELING AND GUIDANCE, SMALL CLASSES, REMEDIAL INSTRUCTION, AND MEDICAL AID. THE OPPORTUNITY FOR AND EXPECTATION OF PERFORMANCE BY DISADVANTAGED CHILDREN MUST BE CREATED TO FACILITATE THIS GOAL, AND CITY SCHOOL SYSTEMS MUST ADOPT POLICIES THAT WILL GUARANTEE THE ASSIGNMENT OF EXPERIENCED AND SPECIALLY TRAINED TEACHERS TO GHETTO SCHOOLS. A MORE DRASTIC MEASURE WHICH WILL BE NEEDED IS THE ALTERATION OF POLITICAL AND SOCIAL BOUNDARIES. RACIAL AND SOCIOECONOMIC SEGREGATION COULD THEN BE BROKEN BY THE CHOICE OF NEW SCHOOL SITES AND BY THE DEVELOPMENT OF CENTRALIZED SCHOOL COMPLEXES. THIS PAPER WAS DELIVERED BEFORE THE ANNUAL CIVIL ASSEMBLY OF THE CITY CLUB OF CHICAGO, CHICAGO BAR ASSOCIATION, CHICAGO, ILLINOIS, MAY 13, 1966. (MM)

ED059986 24 SP005603

The Competency-Based Teacher Education Development Projects. Vols. I and II. Final Report.

Weber, Wilford A.
Syracuse Univ., N.Y. School of Education.
Dec 1971 270p.
Sponsoring Agency: National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No.: BR-0-0744
Grant No.: OEC-0-70-4535
EDRS Price - MF01/PC11 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEJUN72

The purposes of the project were to facilitate, coordinate, describe, and evaluate the activities of seven fifth-cycle Teacher Corps programs as they developed and implemented--to the extent possible--competency-based teacher education programs utilizing the ten National Center for Educational Research and Development teacher education models as a resource. Consequently, the activities carried out by the project were intended to facilitate the goals of each of the seven programs by providing for greater communication among them, by coordinating resource utilization so as to maximize productivity, by relieving programs of certain evaluation responsibilities so that their resources might be directed toward instructional aspects, and by providing certain resources which otherwise might not have been available. An examination of program development efforts suggests that the processes involved were both complex and difficult. Lack of time and money appear to be chief among the many problems encountered. Despite those problems, progress seems to be rather substantial when viewed in the light of realistic expectations. Evidence suggests that interns felt much more positively toward competency-based teacher education, the competency-based aspects of their program, and their total program than they did toward more traditional approaches to teacher education. (Author)

ED164705 UD018997

The Comprehensive Urban Youth Advocacy Program Proposal.

Dallas County Juvenile Dept., Tex.; Dallas Independent School District, Tex.; North Texas State Univ., Denton.
Mar 1978 123p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.
Journal Announcement: RIEMAY79

This document describes a program designed to strengthen the educational opportunities of juvenile delinquents and/or youth offenders in the Dallas Independent School District (DISD) and the Dallas County Juvenile Department Detention Center. The project's goals, expected outcomes and activities are outlined. Major project components outlined include: (1) staff development programs, (2) community based programs, (3) interagency-interaction model, (4) exceptional child component, (5) multicultural component, (6) teacher-intern component, (7) leadership training program, (8) adoption and institutionalization, (9) graduate credit for training activities, and (10) the Teacher Corps Project Center. Major processes described include aspects of the organizational structure, the recruitment, selection and organization of the Teacher Corp Team, and plans of action for the instructional program. Also presented are proposed strategies for the management, evaluation, dissemination, and institutional adoption of such a program. A list of references is provided. (Author/EB)

ED120169 95 SP009942

The Consequences of Training Teachers to Use Mastery Learning.

Okey, James R.
Office of Education (DHEW), Washington, D.C. Teacher Corps.
Apr 1976 16p.
Available from: Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 1976)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJUL76

The purpose of this project was to produce materials that would foster favorable teacher attitudes toward the philosophy behind mastery learning. One other purpose was to help teachers acquire the skills needed to use mastery learning in their classrooms and to determine the effects on pupils when mastery learning techniques were used. Forty-four teachers and interns from four Indianapolis schools were equally divided into groups according to race and sex. The material developed was a Mastery Teaching module which included an introduction and six sections. A slide/tape accompanied each of the seven parts. An accompanying manual contained objectives, practice exercises, and feedback. The manual also included self-tests with answers for each section, a pre-test on prerequisites, and a project section. Pre- and post-treatment measures were administered to the teachers and interns on both cognitive and affective variables. The results indicated that teachers and interns acquired the mastery teaching skills and used them to the degree that pupils perceived differences in their teaching. Teacher attitudes toward the mastery teaching philosophy were generally positive, and students' attitudes and achievement were favorably altered because of their teachers' use of mastery teaching. (DT)

ED100899 95 SP008825
The Cooperating Teacher in the Teacher Corps Design.
Gromfin, Annette; Van Brunt, Vida L.
University of Southern California, Los Angeles.
26p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEMAY75

This handbook, which represents the thinking of cooperating teachers on a number of issues important to all Teacher Corps programs, provides an overview of the area of concern of cooperating teachers in working with interns. Part 1 describes the role of the cooperating teacher and provides guidelines for a smooth induction of interns into the classroom and for the evaluation of the teaching experience. Part 2 presents some guidelines for cooperating teachers and team leaders, including some for practical application and some that point out to the interns areas to observe in the classroom. Part 3, "Nuggets of Wisdom" offers some suggestions concerning the physical organization of the class and negative versus positive comments in the classroom. Part 4 defines the team leader's role in relation to Teacher Corps and presents some specific duties of the team leader. Some hypothetical situations, presented for consideration, and a list of reminders conclude this handbook. (PD)

ED170887 EA011642
The Development of an Interagency Agreement. Office of Juvenile Justice and Delinquency Prevention and Teacher Corps Youth Advocacy School Crime Intervention Program.
Schwartz, Henrietta; Schwartz, Bernard S.
Youth Advocacy Loop, Peninsula, Ohio.
May 1978 117p.
Sponsoring Agency: Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Teacher Corps.
Contract No.: LEAA-J-IAA-030-6
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142); RESEARCH REPORT (143)
Geographic Source: U.S.; Illinois
Journal Announcement: RIEOCT79

This report documents the successful coordination of two agencies, the Teacher Corps of the Office of Education (Department of Health, Education, and Welfare) and the Office of Juvenile Justice and Delinquency Prevention of the Law Enforcement Assistance Administration (Department of Justice), in the establishment of a joint program, the School Crime Intervention Component (Activity II) of the Teacher Corps Youth Advocacy Program. The report traces the historical development of the agreement and examines the program in order to make recommendations for future interagency collaboration. The methodology includes comparisons of the needs of the two parent agencies, use of a transactional model for analyzing the program's functioning, and examination of the organizational subculture of the program through the use of interviews, observations, and other information gathering methods. (PGD)

ED170912 EA011673
The Development of an Interagency Agreement: The Teacher Corps Youth Advocacy School Crime Intervention Program.
Schwartz, Henrietta S.; Schwartz, Bernard S.
Apr 1979 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979) ; Best copy available
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S; Illinois
Journal Announcement: RIEOCT79

The purpose of this investigation was to document the development, operation, and impact of an interagency agreement between two federal departments cooperating to create the School Crime Intervention Program, Activity I. The agencies involved were the U.S. Office of Education and the Law Enforcement Assistance Administration. Data were collected through interviews with key informants in the agencies and project directors, examinations of files, and nonparticipant observation of program-related events. Organizational theories and anthropological models were used to analyze the largely ethnographic data. Findings indicate that both agencies had common broad social goals in working with troubled youth. Necessary elements in collaboration referred to as the "transactional model" facilitated the program design and operation of the agreement. These included field-based readiness for the program, power and authority of the chief administrators, a transactional style of organizational management, frequent contacts between the key actors, and power and viability of the Student Initiated Activities Model. A number of other specific findings and recommendations resulted from the study. Recommendations included the formation of an interagency committee, encouragement of replications of the program, and clearer definition of the project director's role. Researchers concluded that the success of the interagency agreement was documented. (Author/JM)

ED169056 SP014131
The Developmental Year of a Five Year Teacher Corps Project. A Pilot Study.
Grady, Michael P.
Saint Louis Univ., Mo.
Aug 1978 51p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Missouri
Journal Announcement: RIEAUG79

This report describes the planning processes used to develop a five-year teacher corps project for inservice teacher improvement. The planning model was designed to provide collaboration with all persons who would be involved in the project. The input from district, university, and community consultants was used as well as from teachers representing all elementary and secondary grade levels. A discussion of the philosophy and rationale of the program is presented, and the goals and objectives are outlined. A planning matrix is outlined that provides for collaborative input on the following areas of the program: (1) teacher corps guidelines; (2) needs assessment; (3) goals and objectives; (4) delivery system; (5) governance (policy); (6) management; (7) evaluation; (8) demonstration; and (9) institutional adoption. A copy of the questionnaire used to determine teachers' concerns and perceived needs is appended. An over-all evaluation of the planning process is included. (JD)

ED100909 95 SP008837
The Diagnosis of Cultural Behaviors.
Trujillo, Juan; And Others
Houston Univ., Tex. Coll. of Education.
46p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEMAY75

This competency-based teacher education component emphasizes a systematic process that starts with the identification of a behavior unique to a learner and that ends with the identification of the cultural factors that cause the behavior. A sample module, diagnosing cultural behaviors related to the concept of family, is presented with an outline of two enabling activities, dealing with authority and authority figures and with compliments and reprimands. Four basic steps are suggested to complete the module: (a) identify the behavior; (b) identify all possible sources of information, (c) select the means of gathering information, then complete the investigation; and (d) make a decision based on the information. Background information concerning the historical and intellectual presence of Mexican Americans is presented. (MJM)

ED185029 SP015814
The Documentation and Demonstration of the Planning Process: A Report on the Planning of the Teacher Corps Corpsmember Training Institute.
Savage, John A.
Nebraska Univ., Omaha. Center for Urban Education.
Mar 1977 160p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Contract No.: 300-76-0228
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142)
Geographic Source: U.S.; Nebraska
Journal Announcement: RIEAUG80

The Corpsmember Training Institute (CMTI) is a three-week living and learning experience for all new Teacher Corps Interns and Team Leaders. The first CMTI planning process is documented in this report. The first chapter serves as an overview of the planning process. It provides a brief description of the sequence of planning events, and discusses the concerns and issues which were at the heart of the CMTI planning effort. The second chapter describes the initial steps in planning the CMTI. Chapters Three and Four, respectively, describe the intermediate and the final planning stages. Chapter Five reports on the final Institute Review and Advisory Panel meeting, and Chapter Six provides a conclusion and recommendations for the planning of future institutes. (Author/JD)

ED125788 RC003958

The Education of American Indians. Volume 1: A Compilation of Statutes. Committee Print, 91st Congress, 1st Session (October 1969).

Olguin, Mary, Comp.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

1969 30p.; Not available in hard copy due to small print size of original document

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: ENGLISH

Document Type: LEGAL MATERIAL (090)

Journal Announcement: RIENOV76

Prepared under the direction of the Subcommittee on Indian Education by the Legislative Reference Service of the Library of Congress, this compilation constitutes an historical summary of the major enactments dealing with American Indian education. In general, this document includes: the Elementary Secondary Education Act; the federally impacted areas program; the national defense student loan program; the Headstart program; legislation dealing with the authority of the Bureau of Indian Affairs in the field of Indian education. Specifically, this document covers the following: (1) appropriations for sectarian schools (1897, 1917, and 1969); (2) limitation of support for children of less than one-fourth Indian blood (1918); (3) basis for Federal Indian education (1921); (4) citizenship (1924); (5) contracts with public schools: the Johnson O'Malley Act (1934, 1936, and 1960); (6) Navajo-Hopi rehabilitation program (1950); (7) federally impacted areas (1950, 1953, 1968, 1958); (8) transfer of Federal property (1953 and 1962); (9) vocational education (1956); (10) Elementary and Secondary Education Act of 1965; (11) student loan cancellation (1958); (12) teacher corps (1967); (13) Headstart (1964); (14) VISTA (Volunteers in Service to America, 1964). (JC)

ED011523 SP001046

THE EFFECT OF PREVIOUS POVERTY EXPERIENCE ON SUCCESS IN TEACHER CORPS PRESERVICE PROGRAMS.

LAWRENCE, G.H. ; LONG, L.M.K.

1965 16P.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: DH6667

NATIONAL TEACHER CORPS INTERNS ENROLLED IN A PROGRAM FOR TEACHING THE DISADVANTAGED (TYPICAL NUMBER OF 35 TO 40 PERSONS) WERE RATED BY FACULTY MEMBERS AT EIGHT UNIVERSITIES ON (1) ACADEMIC PERFORMANCE, (2) TEACHING AND FIELD PERFORMANCE, (3) RELATIONSHIP WITH THE DISADVANTAGED, (4) PERSONAL STABILITY AND STRENGTH, (5) INTERPERSONAL EFFECTIVENESS, AND (6) COMMITMENT AND GENERAL PROMISE. DIFFERENCES IN RATINGS WERE EXAMINED AMONG INTERNS WHO VARIED IN DURATION AND TYPE OF PREVIOUS POVERTY EXPERIENCE, THAT IS, (1) NO POVERTY AREA EXPERIENCE, (2) LESS THAN 1 YEAR OF EXPERIENCE IN A POVERTY AREA, (3) AT LEAST 1 YEAR OF HAVING WORKED IN A POVERTY AREA OR LIVED IN A POVERTY AREA, OR BOTH LIVED AND WORKED IN POVERTY AREAS. ALL RAW SCORES WERE CONVERTED TO STANDARD SCORES WITHIN EACH PROGRAM. THE GROUP WITH LESS THAN 1 YEAR OF POVERTY AREA EXPERIENCE SCORED SIGNIFICANTLY HIGHER THAN EACH OF THE OTHER GROUPS. THE AUTHORS HYPOTHESIZED THAT THOSE WITH LESS THAN A YEAR OF POVERTY EXPERIENCE WERE LARGELY MIDDLE-CLASS, WELL-EDUCATED COLLEGE GRADUATES WHO HAVE SUFFICIENT MOTIVATION, IDEALISM, AND INITIATIVE TO SPEND A LONG VACATION IN VOLUNTEER POVERTY WORK AND THAT SINCE RATINGS WERE OF PERFORMANCE IN THE PROGRAM RATHER THAN ON THE JOB, THIS GROUP WOULD BE EXPECTED TO DO BETTER. NEVERTHELESS, THEY FELT THAT IT IS STILL POSSIBLE THAT ONE OF THE OTHER GROUPS WOULD BE MORE EFFECTIVE IN ACTUAL WORK WITH THE DISADVANTAGED BECAUSE OF THEIR GREATER EXPERIENCE WITH SUCH PERSONS. (LC)

ED138571 SP010997

The Effectiveness of Teacher Corps Graduates: A National Assessment.

Marsh, David D.

Apr 1977 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 4-8, 1977)

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIESEP77

Graduates of 20 Sixth Cycle Teacher Corps Projects were compared with other young teachers in terms of their teaching behaviors and effectiveness with low income/minority children. Teacher Corps graduates were superior on many of the skills and attitudes desired by Teacher Corps projects, including developing ethnically relevant curricula, using community resources in teaching, and initiating contact with parents. Teacher Corps graduates facilitated greater self-concept development in pupils as assessed by both the self-concept scale and the classroom interaction guide. However, there was no difference between the two groups of teachers in terms of facilitating pupil reading gain. (Author)

ED186301 SO012499

The End of the Beginning: A Multicultural Conference Part I and Multicultural Program Development Strand: A Collection of Resources, Part II.

New England Teacher Corps Network, Portsmouth, N.H.

May 1979 54p.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: CONFERENCE PROCEEDINGS (021); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; New Hampshire

Journal Announcement: RIESEP80

The document presents information on planning, teaching, and evaluating multicultural education programs. Although most of the examples are based on current multicultural projects in New England, the authors believe that the material presented can also be useful to classroom teachers in other regions. The document contains two components. The first component describes a conference at which teachers exchanged ideas on multicultural education, identified multicultural education resources, and developed ideas for relating multicultural concepts to social studies classroom activities. In addition, evaluation data regarding conference activities and objectives is included. The second component presents materials, conference papers, objectives, and resources to help teachers set up a multicultural education program. Information is presented on approaches to multicultural education, the role of multicultural education in the curriculum, multicultural curriculum dimensions for teacher and inservice education, regional multicultural resources (mostly in New England) and activity ideas for various grade levels including analyzing reading assignments and television programs, participating in field trips, and comparing values held by different ethnic groups. (DB)

ED183558 SP015795

The Five Dimensions of Demonstration.

Acheson, Keith, Ed.; And Others

Teacher Corps Research Adaptation Cluster, Norman Okla.

1977 262p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Grant No.: G007501834

Available from: Teacher Corps Research Adaptation Cluster (University of Oklahoma), 555 Constitiution Avenue, Norman, OK 73037

EDRS Price - MF01/PC11 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Oklahoma

Journal Announcement: RIEJUL80

Intended for directors and staffs of federally funded projects, especially Teacher Corps activities, this book contains discussions of six educational concepts and processes which stem directly from the federal commitment to "demonstrate" that is made explicit in the Teacher Corps guidelines. The umbrella concept is identified as "demonstration," with the concepts of description, development, documentation, dissemination, and diffusion as components of the larger construct. The book is divided into five sections, with each section containing a preliminary article on the central topic as well as several case studies of exemplary programs which illustrate the different aspects of the demonstration projects. An extensive bibliography is appended to the report. (Author/LH)

ED043061 CG005837

The Florida Parent Education Model as an Agent of Change.

Breivogel, William F.; And Others

American Psychological Association, Washington, D.C.; Florida Univ., Gainesville. Inst. for Development of Human Resources.

3 Sep 1970 29p.; Paper presented at the American Psychological Association Convention in Miami Beach, Florida, September 3-8, 1970

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEFEB71

Four papers comprised this symposium report, the purpose of which was to explicate the effectiveness of the Florida Parent Education Follow Through Model, which has as its focus economically deprived, educationally divergent children. This program involves the use of paraprofessionals (called parent educators) who are indigenous to the neighborhoods which they serve: (1) to act as classroom aides; (2) to make frequent home visits; (3) to teach mothers learning tasks which they, in turn, teach their children; and (4) to serve as communication link between home and school. The first paper discussed a multi-dimensioned Home Environment Review (HER) which is a new instrument for measuring those aspects of the home environment which are amenable to change and are school related. Plans for its use include: (1) evaluating the Florida Parent Education Program (FPEP); and (2) developing tasks to be brought into the home by parent educators. The other papers discuss the FPEP's impact on the school, the community and the sponsoring university. One of the important findings is the need for a basic change in teacher education. The final paper elaborates on the University of Florida's innovative Teacher Corps Program, a two year Masters program aimed at preparing teachers for educationally divergent children. (TL)

ED058996 RC005934

The Hawaii-Navajo Exchange Program.

Brewer, Kenneth, Comp.; And Others

Hawaii Univ., Honolulu.

1970 95p.

Sponsoring Agency: Bureau of Educational Personnel Development (DHEW/OE), Washington, D. C. Teachers Corps.; Hawaii State Dept. of Education, Honolulu.

EDRS Price - MF01/PC04 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEMAY72

The 1969-70 Leeward Cultural Exchange program described in this report involved a 2-week exchange between 20 grade-5 students of Leeward Oahu, Hawaii, and 24 grade-5 students from the Toyei Boarding School on the Navajo Indian Reservation in northern Arizona. In the report, the program objectives are listed along with a statement of organizational policy. Implementation of the program is described in the areas of staff and student selection, Hawaiiana classes, the student logbook used, chaperones, itineraries, and financing. Included in the evaluation of the program are recommendations for future exchange programs and major results of the program. Also included are copies of the financial report, the program proposal, the pre- and post-tests, and a completed student logbook. (PS)

ED189092 SP016374

The Impact of a Model of Student Teaching Supervision on Cooperating Teachers and Field Supervisors.

Drummond, Robert

New England Teacher Corps Network, Portsmouth, N.H.

Jul 1980 77p.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142)

Geographic Source: U.S.; New Hampshire

Journal Announcement: RIENOV80

The purpose of this study was to investigate the effects of training in supervision on the performance of cooperating teachers and field supervisors. A one day workshop based upon a model of supervision developed by Boyan and Copeland (1978) was presented to 32 cooperating teachers and field supervisors. The four stages of the model included a pre-observational conference between supervisor and teacher, observation by the supervisor of the teacher's class, analysis and identification of change by the supervisor, and a post-observational conference between the supervisor and teacher. The study addressed the major areas of: 1) the immediate reaction of participants to the model, components, and the need for further training in supervision; 2) the impact that the training had on their performance; 3) the needs, expectations, and personal dynamics of cooperating teachers; and 4) the practices of cooperating teachers. Conclusions and recommendations for a model on theory of supervision, practice and program, and research and evaluation are presented. (Author/CJ)

ED139074 95 EA009475

The Impact of Trying to Make an Impact, or the Negative Side of Noble Ambitions. Occasional Paper No. 17.

Duke, Daniel L.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Apr 1977 33p.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Grant No.: OEG-GOO75-02009

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEOCT77

Reviewing recent research on efforts to improve the quality of public schooling in the United States, this paper focuses on evidence suggesting that negative by-products often accompany innovations and, moreover, that innovators have tended to disregard their capacity for leaving schools in worse condition than they found them. The analysis concentrates primarily on efforts to make an impact through external funding--the project approach to innovation. Several of the illustrations are drawn from the experiences of the Teacher Corps and its numerous projects, including one that involved the author. The change process is divided into three stages: (1) the planning stage, during which proposals for projects are conceived, developed, and funded; (2) the implementation stage, when the proposed impact is expected to be made; and (3) the evaluation stage, when the degree to which an impact has been made is assessed. The three stages overlap at certain points and are not regarded as mutually exclusive or temporally discrete. Recommendations for avoiding negative by-products are made, and consideration is given to the value of incremental change. (Author/MLF)

ED207174 EA013932

The Implementation of a New Approach to Discipline in a Junior High School: A Case Study of Interventions During the Process of Change.

Zigarmi, Patricia

Texas Univ., Austin. Research and Development Center for Teacher Education.

1979 105p.; Some tables and figures may reproduce poorly due to light print of original document.

Sponsoring Agency: National Inst. of Education (ED), Washington, D.C.

Report No.: R&DCTE-3082

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Texas

Journal Announcement: RIEFEB82

Attempting to document the manner in which interventions are planned and executed in public schools, this case study presents a two-year Teacher Corps Project in which the faculty members of a junior high school were required to change their approach to discipline using Glasser's Reality Therapy approach. Employing the Concerns-Based Adoption Model, in which participants' behaviors are classified by interventions, stages of concern, and levels of use, the study concludes that different interventions are required at different parts in the change process. Further, the study suggests that change facilitators should identify various innovation configurations prior to implementation of change; that it is important to set criteria for what constitutes use of the innovation; that there is a need to determine how much support is required for successful implementation to occur; that change facilitators need to make sure administrators have adequate training and understanding of the change process; and that it is important to choose a model for decision-making that fits the requirements and goals of the project. (JEH)

ED164475 95 SP013380

The Institutionalization of Change and Inservice in Schools and Colleges of Education.

Walker, Paul Randy, Ed.

ERIC Clearinghouse on Teacher Education, Washington, D.C.; Far West Teacher Corps Network, Bellingham, Wash.

Dec 1978 64p.; Based on papers presented at the Workshop of the Far West Teacher Corps Network (Reno, Nevada, May 1978)

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Available from: Far West Teacher Corps Network, Western Washington University, Bellingham, Washington 98225 (free)

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Washington

Journal Announcement: RIEMAY79

Institutional change in schools of education is discussed here with special regard for field-based teacher education programs and inservice education, both of which are viewed as potential growth areas in schools with declining enrollments. The first article deals with the challenge that inservice education offers, both in terms of growth opportunities and the demand for new skills from teacher educators. The reform of the teacher educator is the subject of the second article, which offers a grand design for collaborative problem solving. The third article examines the history of inservice practices, resources for field programs, field experiences and professional career development, planning for college participation, opportunities and potential pitfalls, and systematic planning and design. Organizational constraints to institutionalizing change in secondary schools and institutions of higher education is reviewed in the fourth article, and the fifth focuses on building readiness for change at the University of Oregon. The final article offers an organizational analysis of the involvement of universities in inservice education, stressing the economic, political, and sociological constraints involved. References are provided. (DS)

ED129734 95 SP010447

The Literature on Inservice Teacher Education. An Analytic Review. ISTE Report III.

Nicholson, Alexander M.; And Others

National Center for Education Statistics (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Teacher Corps.

Jun 1976 112p.; For related documents, see SP 010 446-449

EDRS Price - MF01/PC05 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEFEB77

As part of the Inservice Teacher Education (ISTE) Concepts Study, more than 2,000 books, periodicals, and unpublished papers written after 1957 were consulted and reviewed. The purpose of the review was the identification of the data needs and major issues in inservice education. The literature was identified, read, and categorized; and substantive areas were identified and selected for this report. These include: the varieties of inservice education; collaborative arrangements; value orientations toward inservice education; definitions of inservice education; and other issues, a selection of emergent questions and issues. Each of these is discussed. (JMF)

ED182313 SP015640

The Management and Demonstration System at Murray State University.

Schroeder, Gary G.

Oct 1979 33p.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Kentucky

Journal Announcement: RIEJUN80

The management system in use at the Murray State University Teacher Corps Project is described. The system uses management by objectives and the demonstration approach, and encourages managers to focus on the development and demonstration of ideas, processes, and structures. The system's operating concepts of time management and human resources utilization and of the identification and demonstration of significant ideas and activities for use by other educational professionals and lay people are illustrated. Copies of the instruments distributed to each of the project sites to aid participants in translating management concepts into concrete activities are included. (Author/LH)

ED026174 RC003082

The Mexican-American Heritage: Developing Cultural Understanding. First Papers on Migrancy and Rural Poverty: An Introduction to the Education of Mexican-Americans in Rural Areas.

Graham, Richard; And Others

University of Southern California, Los Angeles. School of Education.

1968 48p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Available from: USC Rural-Migrant Center, Room 1002, Phillips Hall of Educ., Univ. of Southern California, Los Angeles, Calif. 90007 ($1.00)

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEJUN69

The following lectures are included in this volume: Needed: "Turned on" Teachers; The Most Important Advantage; HILT: High Intensity Language Training; The Education Gap: Why Mexican American Children Fail in School; The Mexican American Heritage; The Invisible Poor: The World of the Migrant; and Emergence of the Mexican American. The lectures have been selected from those presented as part of the pre-service phase of a 2-year Teacher Corps training program designed to create understanding of cultural differences and to define the teacher's newly emerging role as a translator of community expectations for Spanish-speaking migrants, seasonal farm workers, and others who are disadvantaged. Related documents are RC 003 080 and RC 003 081. (SW)

ED207168 EA013906

The Microcomputer and Management of the Time Bound Educational Program.

Mosow, David K.; Hewitt, Thomas W.

.1980 8p.; Not available in paper copy due to light print of original document.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: PROJECT DESCRIPTION (141); POSITION PAPER (120)

Geographic Source: U.S.; Alabama

Journal Announcement: RIEFEB82

An example of the application of microcomputers to education, described in this paper, indicates the possibilities for their widespread use. Forecasters claim that microcomputers will be acquired by more and more individuals and families in the 1980s. This implies that schools will also make greater use of microcomputers, in computer-assisted instruction, school management, and training in computer literacy. At present, few teacher education programs are training their students in computer usage. A Teacher Corps project at the University of South Alabama uses microcomputers both to train its students in computers and to help manage the project. As a time-bound program, the project must meet its objectives before its funding ends. Data on staff activities, entered into a microcomputer by staff members, allows the managers to monitor progress toward project objectives, analyze where staff effort is going, and decide which objectives need more staff time. Because of the project, the university and the local school system have broadened or have investigated further their use of microcomputers in both instruction and management. (RW)

ED091356 95 SP008029

The Minicourse in Teacher Education. A Report on Minicourse Utilization in Teacher Corps Programs.

Ward, Beatrice A.; And Others

Far West Lab. for Educational Research and Development, San Francisco, Calif.

1972 73p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Document Type: BOOK (010)

Journal Announcement: RIESEP74

This monograph, divided into three sections, describes minicourses, outlines their possible application, presents reports from three teacher training institutions that demonstrated minicourses in conjunction with their Teacher Corps programs, and suggests guidelines for minicourse utilization in teacher education. The first section discusses the following: (a) characteristics of the minicourse as a source of self-directed; competency-based teacher education; (b) a minicourse training model; (c) skills presented in minicourses; (d) supporting experiences; and (e) applications in teacher training. The second section presents an overview of the Minicourse Utilization Centers at three institutions followed by reports from Teacher Corps project members at these institutions. These reports discuss utilization design, problems and recommendations, and further applications. The final section offers 11 guidelines for utilizing minicourses, including discussions of: (a) program size; (b) selection of minicourses to be offered; (c) pretraining evaluation to determine course participation; (d) progression through courses; (e) orientation of trainees; (f) provision of training sites; (g) distribution of course materials; (h) time for minicourse work; (i) troubleshooting and guidance; (j) evaluation; and (k) monitoring performance. (PD)

ED180960 SP015177

The Murray State University Professional Materials System: The Concept of Flexible Support for Responsive Inservice Education. Occasional Paper Series No. 9.

Schroeder, Gary G.; And Others

Murray State Univ., Ky.

17 Jun 1977 21p.; Prepared by the College of Human Development and Learning

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

Available from: Teacher Corps Project Director, Dept. of Instruction and Learning, Murray State University, Murray, Ky. 42071 ($0.50)

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Kentucky

Journal Announcement: RIEMAY80

Instructions are given for providing input into an information system on professional materials developed as a reference base to be used by those interested in the Talent Development Project of the Murray State University Teacher Corps. Included are instructions for labeling materials to be put into the system, instructions for filling out index cards for the Rolodex file, selected ideas to facilitate the use of the system, and a referral form used to recommend new materials to be filed. A list and description is provided of category materials to be cataloged. An overview of the actual filing system is included. A representative sample of materials actually cataloged into the system is presented. (JD)

ED019110 PS000437

THE NATIONAL TEACHER CORPS PROGRAM, 1966-67 EVALUATION REPORT.

DZIUBAN, CHARLES ; AND OTHERS

Atlanta Public Schools, Ga.

1967 56P.

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Journal Announcement: CUMREPT

A PROJECT TO DETERMINE THE EFFECTIVENESS OF NATIONAL TEACHER CORPS (NTC) INTERNS IN THE ATLANTA, GEORGIA SCHOOL SYSTEM WAS DESIGNED TO FIND OUT IF THE INTERNS HAD HELPED THE DISADVANTAGED PUPILS IN THEIR CLASSES TO RAISE ACHIEVEMENT LEVELS AND IMPROVE SELF-CONCEPTS. SPECIFIC RESEARCH OBJECTIVES WERE (1) TO ASSESS THE PROGRESS IN VERBAL MENTAL AGE ATTAINED BY NTC PUPILS AS MEASURED BY A PRE- AND POSTTEST ON THE PEABODY PICTURE VOCABULARY TEST AND THE GOODENOUGH DRAW-A-MAN TEST, (2) TO COMPARE THE SELF-CONCEPTS OF THE NTC PUPILS WITH THOSE OF A SIMILAR GROUP OF PUPILS BY USING A TEACHER CHECK LIST DEVELOPED BY THE EVALUATION COMMITTEE, (3) TO COMPARE PUPIL READINESS FOR FIRST GRADE WITH THAT OF KINDERGARTEN PUPILS A YEAR EARLIER (WHO HAD NOT HAD INTERNS) BY USING THE METROPOLITAN READING READINESS TEST, FORM A, AND (4) TO COMPARE TEACHER ATTITUDES OF NTC INTERNS WITH THOSE OF OTHER BEGINNING TEACHERS OF TITLE I AND NON-TITLE I SCHOOLS BY MEANS OF THE MINNESOTA ATTITUDE INVENTORY. STATISTICAL TREATMENT OF THE DATA COLLECTED ON A VARIETY OF MEASURES SHOWED THAT THE NTC INTERNS POSITIVELY AFFECTED THE CHILDREN'S LANGUAGE AND SELF-CONCEPT DEVELOPMENT AND IMPROVED THEIR READINESS FOR FIRST GRADE. THE NTC INTERNS EXHIBITED ATTITUDES ASSOCIATED WITH EFFECTIVE TEACHING MORE OFTEN AND TO A GREATER EXTENT THAN DID REGULAR TEACHERS. (MS)

ED114383 SP009631
The Need for Conceptualization in Program Development.
Stripling, Kaye; Weber, Wilford A.
Jun 1974 7p.; Paper presented at the annual meeting of the National Teacher Corps (Washington, D.C., June 1974)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIEMAR76

There is a need for conceptualization in the development of a Teacher Corps program and the instructional system which is part of that program. Program conceptualization should be viewed as an important process which permeates program design efforts. Conceptualization of program purposes and objectives provides a base for the design, development, and operation of program activities, evaluation, and management. The greater the specificity and explicitness of that conceptualization, the greater the likelihood of program success. Instructional system conceptualization involves the specification of competencies and the specification of instructional characteristics. The specification of competencies should be built on conceptualized role description; that is, specified in terms of the roles persons assume during the operation of the program, and/or in terms of those roles persons are expected to play upon the completion of the program. The specification of the instructional system's operational characteristics in advance of program operation is crucial, for it is this process which sets the "rules of the game". They should be detailed prior to the initiation of training activities. Conceptualization of the program and of the instructional system is a prerequisite to maximizing program effectiveness. (RC)

ED020991 UD005985
THE NEGLECTED MAJORITY.
HOWE, HAROLD, II
01MAR1967 15P.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: CUMREPT

THIS SPEECH EXAMINES THE STATE OF SECONDARY EDUCATION IN THE UNITED STATES, AND NOTES THAT THERE IS A NEED FOR GREATER CONCERN FOR THE EDUCATION OF STUDENTS WHO ARE NOT COLLEGE BOUND. THE NEW FEDERAL PROGRAMS FOR EDUCATION CAN ENABLE SCHOOL SYSTEMS TO REMEDIATE THE EDUCATIONAL DEFICITS OF DISADVANTAGED SECONDARY SCHOOL STUDENTS. EDUCATION FOR THE DISADVANTAGED CAN ALSO BE HELPED BY EDUCATORS' EFFORTS TO INCREASE THEIR UNDERSTANDING OF SLUM YOUTH AND TO REVERSE CURRENT PREFERENTIAL TEACHER PLACEMENT POLICIES WHICH ASSIGN THE LEAST EXPERIENCED TEACHERS TO THE MORE DIFFICULT SCHOOLS. SPECIALIZED TRAINING FOR PROSPECTIVE TEACHERS OF THE DISADVANTAGED IS FELT TO BE IMPORTANT. ALSO, JOB TRAINING AND VOCATIONAL EDUCATION ARE IMPERATIVE FOR THOSE STUDENTS WHO DO NOT AND WILL NOT HAVE A HIGH SCHOOL DIPLOMA. VOCATIONAL EDUCATION CURRICULUMS OUGHT TO BE RENOVATED TO CREATE AN ATTITUDE OF RESPECT FOR VOCATIONAL TRAINING. IT IS FELT, MOREOVER, THAT THE IDEAL IN SECONDARY EDUCATION IS THE COMPREHENSIVE HIGH SCHOOL. THIS PAPER IS AN ADRESS PRESENTED BEFORE THE ANNUAL CONVENTION OF THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS (DALLAS, TEXAS, MARCH 1, 1967). (NH)

ED028109 SP002210
The People Who Serve Education.
Howe, Harold, II
Office of Education (DHEW), Washington, D.C.
Dec 1968 34p.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEAUG69

Half of this report is an overview of national issues and trends expected to affect the future complexion of education programs, particularly those related to staffing problems in eight areas: early childhood education, new emphasis in elementary and secondary education, teaching the children of the poor, teaching handicapped children, vocational education, student counseling, school administration, and higher education. The sceond half of the report focuses on the federal interest in education manpower needs through the Education Professions Development Act (EPDA). It contains sections discussing the diversity of teacher functions, differentiated staffing, the Teacher Corps, school-university partnerships, and teacher certification. Included also are brief descriptions of each of the priorities set by the Office of Education for the allocation of EDPA funds in fiscal 1970: training teacher trainers, career opportunities program, teachers of basic subjects, leadership development in education, early childhood personnel, teachers for the handicapped, vocational and technical education personnel, teacher improvement through curriculum development, strengthening school administration, support personnel, and more effective school personnel utilization. (JS)

ED168234 EC113781

The Range of Variability: Inservice Design in Special Education.

Massey, Sara, Ed.; Henderson, Robert, Ed.

New England Teacher Corps Network, N.H.

1977 129p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

Available from: New England Teacher Corps Network, P.O. Box 1065, Portsmouth, New Hampshire 03801 (Free)

EDRS Price - MF01/PC06 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055); CONFERENCE PAPER (150)

Geographic Source: U.S.; New Hampshire

Journal Announcement: RIEAUG79

The book contains 11 essays presented at a New England Teacher Corps Network institute series on the inservice training of regular classroom teachers and paraprofessionals in the education of handicapped children. Titles and authors include "Ending the Isolation of the Handicapped" (W. Smith), "Perspectives for Staff Development -- A Collaborative Design" (P. Mann, R. McClung), "An Inservice Seminar on Mainstreaming -- Using Network Support at a Local Level" (V. Trumbull, W. Brown), "The Application of Special Educational Perspectives and Approaches in Regular Secondary Classrooms" (M. Nahmias, A. Allnutt), "The Mini Course -- An Alternative Approach to Inservice Education" (R. Glass, et al), "A Non-Special Education Child Study Team -- A Job-Embedded Inservice Training Project" (W. Harris), "Orientation to Exceptional Children Through Placement Committee Activities" (P. Sherlock, L. Dolan), "New Skills for Teachers -- An Inservice Counseling Skills Model" (W. Mehnert), "Teaching Children With Special Reading Needs" (A. Dyer), "Is Inservice the Answer?" (S. Massey), and "Conclusion -- Network Learnings in Staff Development" (R. Henderson). (DLS)

ED191842# SP016698

The Role of State Education Agencies in Inservice Education.

Allen, Wendell C.

Syracuse Univ., N.Y. School of Education.

1978 36p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

Available from: National Dissemination Center, Syracuse University, 123 Huntington Hall, Syracuse, NY 13210 ($3.00).

Document Not Available from EDRS.

Language: English

Document Type: PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142)

Geographic Source: U.S.; New York

Journal Announcement: RIEJAN81

This publication, part of the Professional Development series, provides an overview of the setting, background, values, and assumptions of state education agencies and their role in inservice teacher education. Ways in which these agencies can facilitate and coordinate program development, activities, financial support, and human resources are suggested. The importance of public involvement in program development is emphasized. The basic framework for a continuing education program within a state and a selected bibliography are appended. (CJ)

ED095147 95 SP008325

The Role of the Community Coordinator. Teacher Corps Associates: Resources for CBTE, No. 4.

Battle, Edwina

Norfolk State Coll., Va.; Wisconsin Univ., Madison. Teacher Corps Associates Program.

1973 17p.; For related documents, see SP 008 322-333

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEDEC74

This learning module focuses on the role of the community coordinator in the Teacher Corps and is designed to provide the student with knowledge about the role of the community coordinator and about community-based education. The module is divided into two sections, the first of which consists of written test/exercises on (a) the organizational structure of the Teacher Corps, (b) the functions of the community coordinator, and (c) strategies and resources of the community coordinator. The second part of the module presents case studies for group discussion by students.(HMD)

ED197502 EA013550
The Role of the Principal in Change. The Teacher Corps Example. A Training Manual.
Rosenblum, Sheila; And Others
Abt Associates, Inc., Cambridge, Mass.
1980 74p.; For a related document, see EA 013 549.
Sponsoring Agency: Department of Education, Washington, D.C.
Report No.: AAI-80-100b
Contract No.: 300-79-0593
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Massachusetts
Journal Announcement: RIEJUN81

The purpose of this manual is to outline a case approach to administrator training based on a study (presented in a companion volume) of four Teacher Corps projects and the role of principals in those projects. It begins with a discussion of the usefulness of a "case vignette" approach to training and then presents 21 case vignettes illustrating important issues emerging from the case studies. The purpose of these case vignettes is to emphasize the need for understandings, skills, and the resolution of certain issues by highlighting key events likely to occur in the early years of a project. Discussion questions and a diagnostic instrument to use in individual or group training sessions are included. The manual also presents a discussion of guidelines training and a selection of suggested resources to which trainers, project staff, or principals themselves might turn for materials that can be used in training sessions. (Author/JM)

ED197501 EA013549
The Role of the Principal in Change. The Teacher Corps Example.
Rosenblum, Sheila; Jastrzab, JoAnn
Abt Associates, Inc., Cambridge, Mass.
1980 88p.; For a related document, see EA 013 550. Prepared for the Teacher Corps.
Sponsoring Agency: Department of Education, Washington, D.C.
Report No.: AAI-80-100a
Contract No.: 300-79-0593
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Massachusetts
Journal Announcement: RIEJUN81

To understand better the role a principal plays in the success or failure of a federal program, this study was conducted of the role of principals in Teacher Corps projects. An introductory chapter discusses the changing role of the principal in general and the role of the principal in change efforts and then more specifically discusses the emergent role of principals in Teacher Corps projects. Next comes a synthesis of case studies of four Teacher Corps projects and an analysis of factors affecting the role of principals in the projects, with implications for policy makers, project managers, and principals themselves. One appendix briefly describes the methodology for conducting the case studies and a cross-site analysis. The other consists of two commentary chapters written by experts in the fields of educational administration and school change who reviewed the case studies and synthesis chapter and, drawing on their own disciplinary perspective and experience, made recommendations for program improvement and training. A companion volume applies the lessons learned from this study to training materials for administrator inservice education. (Author/JM)

ED184986 SP013935
The School Development Seminar--A Model for School Climate Improvement?
Piechota, Mark
New England Teacher Corps Network, Portsmouth, N.H.
1979 9p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; New Hampshire
Journal Announcement: RIEAUG80

The function and history of the School Development Seminar (SDS) are described in this bulletin. The SDS was composed of school faculty and administrators, instructors from a local college, school district administrators, and parents. The participants used the SDS to share information and opinions on a variety of issues including inservice planning, coping with classroom disruption, and curriculum development. The advantages of this type of seminar for school improvement, communication, and unity are discussed. (JD)

ED168751 RC011145
The Schooling of Native America.
Thompson, Thomas, Ed.
Eastern Montana Coll., Billings.; Emporia Kansas State Coll.
Aug 1978 199p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Available from: American Association of Colleges for Teacher Education, One Dupont Circle, N.W., Suite 616, Washington, D.C. 20036
EDRS Price - MF01/PC08 Plus Postage.
Language: English
Document Type: BOOK (010); COLLECTION (020); POSITION PAPER (120)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEAUG79

The collection of ten essays by Native Americans who are involved in Indian education includes a preface by Thomas Thompson; "The Indian Student Amid American Inconsistencies" by Vine Deloria, Jr.; "Growing Up in E'da How-One Idaho Girlhood" by LaNada Boyer; "Multicultural Teacher Education at Rough Rock" by Dillon Platero; "Interracial Politics: The Pressure to Integrate an Experimental School" by Jerome Buckanaga; "Why Do Indian Students Drop Out of College?" by Arthur McDonald; "Indian 'Head Start' Programs--the Child in the Process of Becoming" by Faye Reeves, Gretchen Peniska, and Jean Heemstra; "Native American Studies, the University, and the Indian Student" by Henrietta V. Whiteman; "An Ideal School System for American Indians--A Theoretical Construct" by Patricia Locke; "The Education of Indians and the Mandate of History" by Rosemary Ackley Christensen and William G. Demmeret; and "Teachers for Indian Children" by Roger Wilson. Appendices include "A Chronology of Pivotal Dates in Indian Education 1568-1975", capsule profiles of Indian education organizations, a list of American Indian community colleges, a list of treaties dealing with Indian education, and a select bibliography. The document is illustrated with a number of photographs. (SB)

ED193776 EA013013
The Social Ecology of the School: The Dynamics of the Internal/External Systems. The South Bay Project.
Joyce, Bruce R.
Apr 1980 49p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S.; California
Journal Announcement: RIEMAR81

This paper reports the summative evaluation of a four-year Teacher Corps project at a California elementary school. The archives of the project and interviews with over 60 of the persons involved are the basis of the report. The investigation focused on an examination of the school's formal and informal systems. The study looks at (1) the social system of the school; (2) the psychological orientations of the teachers; (3) the utilization of training; (4) changes in the behavior of the teachers; and (5) relationships between teacher behavior, learning styles, and achievement. Taken together, these studies provide a picture of the problems of tailoring staff development efforts to the particular configurations of the school and teacher. (Author/MLF)

ED180958 SP015174
The Steering Committee: Its Role and Function in the Murray State University/Hopkinsville Middle School Responsive Inservice Education Program. Occasional Paper Series No. 6.
Robinson, Karen; Schroeder, Gary
Murray State Univ., Ky.
16 May 1977 15p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Available from: Teacher Corps Project Director, Dept. of Instruction and Learning, Murray State University, Murray, KY 42071 ($0.50)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Kentucky
Journal Announcement: RIEMAY80

The purpose of this paper is to facilitate the continuation of the steering committee at Hopkinsville Middle School after the Teacher Corps Project is completed. It was the general consensus of teachers and administrators that the committee served a valuable function in developing and implementing successful inservice programs. A report is given on the results of a faculty questionnaire designed to assess teachers' attitudes toward the function of the committee. Suggestions are made on critical things to remember in encouraging the development and use of the steering committee concept. (JD)

ED203487 EA013677
The Teacher Corps Election Collection.
Masla, John A.; And Others
Wayne State Univ., Detroit, Mich. Teacher Corps Recruitment and Community Technical Resource Center.
Aug 1978 98p.; For a related document, see EA 013 678.
Sponsoring Agency: Office of Education (ED), Washington, D.C. Teacher Corps.
Contract No.: 300-76-0062
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Michigan
Journal Announcement: RIENOV81

Since 1978 federal legislation and regulations have required that Teacher Corps projects involve the participation of elected councils of at least seven members representative of the parents and other residents of the communities within the boundaries of the project schools. This booklet provides materials intended to assist in the organization and conduct of the necessary council elections. Part I presents practical alternative solutions to problems that frequently occur in such aspects of elections as solicitation of candidates, determination of eligibility, establishment of voting districts, selection of an election procedure, and processing of ballots. Part II contains sample materials suitable for use in Teacher Corps-related community council elections, including notices, voter lists, voter guides, and ballots. Part III is a checklist for use in preparing for and conducting elections. (PGD)

ED178499 SP014909
The Teacher Corps Policy Board: Three Perspectives on Role and Function.
Howard, Bessie C.; And Others
Southeastern Teacher Corps Network, Atlanta, Ga.
1979 125p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Contract No.: 300-78-0328
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Georgia
Journal Announcement: RIEMAR80

This report contains three papers that examine the Teacher Corps policy board from an operational standpoint. The first provides a conceptual and organizational framework for the policy board and describes a theory for policy board development and operation. In the second a reality-based view based upon personal experience on a policy board is presented. The third paper examines the structural and organizational dynamics of the policy board as they relate to the community, the local educational agency, and the university. Techniques are given for making the group function more effectively. (JD)

ED013795 SP001310
THE TEACHER CORPS PROJECT AT NEW YORK UNIVERSITY.
RODGERS, FREDERICK
6P.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: CUMREPT

THE TEACHER CORPS PROJECT AT NEW YORK UNIVERSITY PREPARES FORMER PEACE CORPS VOLUNTEERS FOR TEACHING IN DISADVANTAGED SCHOOLS. A PROGRAM CANDIDATE MUST HAVE A BACHELOR'S DEGREE IN EITHER MATHEMATICS, SCIENCE, LANGUAGE ARTS OR SOCIAL STUDIES. THE PROGRAM HAS THREE PHASES (1) PRE-SERVICE (INTERNS WORK IN THE MORNING WITH LOCAL AGENCIES IN COMMUNITY ACTIVITIES AND WITH EDUCATIONAL ACTIVITIES SPONSORED BY THE NEW YORK SCHOOL SYSTEM AND COMMUNITY ORGANIZATIONS, AND IN THE AFTERNOONS IN UNIVERSITY AND PUBLIC SCHOOL CLASSROOMS), (2) INSERVICE (INTERNS GRADUALLY ASSUME RESPONSIBILITY IN THEIR ASSIGNED SCHOOL BEFORE FINALLY BECOMING FULLY RESPONSIBLE FOR ACTIVE PARTICIPATION IN COMMUNITY-DIRECTED FUNCTIONS), (3) POST-SERVICE (INTERNS ATTEND A WORKSHOP ON THE SYNTHESIS OF THEORY AND PRACTICE, DURING WHICH THEY DEVELOP PILOT CURRICULA AND RESEARCH PROJECTS). THE INTERNS' COURSE WORK FOCUSES ON (A) THE EDUCATIONAL AND SOCIAL ASPECTS OF POVERTY, (B) THE PSYCHOLOGY AND EDUCATION OF THE SLOW LEARNER, (C) THE ROLE OF THE TEACHER AND THE CURRICULUM OF THE SCHOOLS, (D) THE SOCIAL, ECONOMIC, AND CULTURAL FORCES WHICH CONTRIBUTE TO THE SLUM CHILD'S CLASSROOM MALFUNCTIONING AND THE TECHNIQUES REQUIRED FOR ANALYSIS AND REMEDIATION, AND (E) THE INTERNS' DEVELOPMENT OF THE SKILLS FOR TEACHING READING AND INDIVIDUAL SUBJECTS. (AW)

ED100862 95 SP008775
The Troubled Youth, TY 003. (USC-U). Profile--Community TY 003.01(USC-U).
Gromfin, Annette M.; And Others
University of Southern California, Los Angeles.
Nov 1971 23p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEMAY75

This module is designed to give Teacher Corps corpsmen firsthand knowledge and competency in identifying all aspects of the community which are basic to interpreting the educational needs and concerns of troubled youth. The terminal objective is to identify the community's (a) demographic, cultural, and ecological characteristics; (b) associational patterns; (c) patterns of influence; and (d) sociopsychological factors. This information is then related to planning a productive learning environment for troubled youth. The participant reads; views slides; takes tours and walks; and attends a series of seminars, workshops, and rap sessions in order to gather information regarding the community in which he is serving his internship; he then plans a design for his community profile. The process is flowcharted, and the following areas are detailed: (a) steps for completing the module, (b) preassessment, (c) enabling activities, (d) postevaluation, and (e) remediation. (JCW)

ED184908 SO011929
The True Purposes of Multicultural Education.
Brown, Carlton E.
New England Teacher Corps Network, Portsmouth, N.H.
.1976 9p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: POSITION PAPER (120); REVIEW LITERATURE (070)
Geographic Source: U.S.; New Hampshire
Journal Announcement: RIEAUG80

Purposes for multicultural education in recent educational literature are reviewed and a transformist conception of multicultural education is expounded. A review of educational literature published since 1968 indicates that several objectives have been touted as core purposes for multicultural education. These include developing student understanding and appreciation of various racial and ethnic groups, correcting misconceptions of the cultures and histories of ethnic groups, removing racial and ethnic prejudices, and incorporating existing ethnic cultures into the mainstream of American socioeconomic and political life. Because the author believes that none of these is the true purpose of multicultural education, he proposes a transformist conception of multicultural education--defined as underlying attitudes which encourage schools to change so that the educational process will be more meaningful and useful to the poor and disenfranchised and will provide students with a sense of social and political power. Major assumptions of this transformist conception are that American society perpetuates economic, political, and social inequalities by race and social class and that public education promotes this inequality. Suggestions for changing public education along lines dictated by a transformist conception include reorganizing the curriculum and structure so that members of poor and nonwhite communities are provided with access to social influence and power redistribution. (DB)

ED088819 SP007788
The Unique Variables of the Lansing Teacher Corps.
McIntyre, Lonnie D.
4 Mar 1974 17p.; Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 15-19, 1974
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEJUL74

This paper both corrects and expands on the work of Corwin and his colleagues in "Reform and Organizational Survival: The Teacher Corps as an Instrument in Educational Change." It is the author's contention that, by analysing variables that are common to all 10 programs discussed in that study and ignoring those that are unique to the individual programs, only part of the picture from which an assessment of the programs can be made could have been presented. He then presents a brief condensation of those unique variables of the Lansing Teacher Corps that are independent of the common variables as identified by Corwin. These variables are grouped according to program, personnel, and administrative variables. Personnel variables listed are a) the ethnic composition of interns, b) the socioethnic composition of interns, c) the age composition of interns, d) the value and cultural differences between teacher and intern, and the attitude of cooperating teachers. Program variables are a) the undergraduate nature of the program, b) the need for teachers with bilingual skills, and c) community and school district involvement in Teacher Corps programs. Michigan State's concern for competency-based teacher education is included as an administrative variable. (JA)

ED143661 95 SP011535

The Urban Inservice Education Experience, Fordham University, New York. Teacher Corps Reports: Inservice Development Processes.

Fordham Univ., Bronx, N.Y.

1977 297p.; For related documents, see SP 011 534, 535, and 536

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

Contract No.: 300-76-0304

EDRS Price - MF01/PC12 Plus Postage.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEJAN78

The papers in this volume emerge from the experience of Fordham University and the Angelo Patri Intermediate School through their mutual efforts to establish an open-space school in a highly complex, low-income neighborhood of inner-city New York. The papers prepare the reader to understand the process involved in developing programs under conditions of organizational change and the implementation of new programs and concepts of education. Close coordination with the union was maintained, and the papers reflect an understanding of working with the teachers' organization as a collaborative partner. The following topics are covered by the study: (1) collaborating in inservice education: a teacher's perspective; (2) changing and emerging roles in education: the role of the superintendent; (3) a Dean's reappraisal of the university's role in inservice education; (4) school community interaction; (5) open education as an alternative; (6) designing inservice education; (7) adapting college courses for on-site teacher education; (8) professional staff needs assessment; (9) school design and the educational process; (10) an inservice "lifeshop"; (11) students' role in quality education; (12) the school-based trainer of teachers; (13) curriculum development: its goals and strategies; (14) incentives for teachers in inservice education; (15) the supervisor as school instructional leader; (16) teacher evaluation-a teacher unionist's view; (17) the urban mission of the university. (JD)

ED038350 SP003739

The Urban Teacher Corps 1963-68. Description and Philosophy.

District of Columbia Public Schools, Washington, D.C.

May 1968 19p.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEAUG70

The Urban Teacher Corps was developed to attract and train young men and women to teach in inner-city schools and simultaneously to have them experiment with and develop curriculum materials appropriate to urban youngsters, particularly in terms of increased motivation and involvement. The three essential components of the training program which are described and illustrated in this document are (1) a supervised internship providing for immediate immersion in classroom teaching on a half-day basis under the close supervision of a team of experienced teachers, coordinated by a carefully selected master teacher; (2) a series of after-school seminars involving outside experts from various fields and offering credit toward the master of arts in teaching degree; and (3) direct involvement in the community through after-school, volunteer projects and interaction with the Community Development Center. The reality-based seminars investigate the following areas: (1) sociology of urban life (emphasizing school-community relationships); (2) psychological disciplines (emphasizing various roles of the inner-city teacher and the behavior of urban youngsters); (3) methods of teaching (emphasizing approaches which permit a great deal of student-teacher interaction); and (4) curriculum materials (emphasizing continuing creation by the interns of their own units and lessons, examples of which are included). Included also is an organizational chart depicting roles and relationships of the variety of people involved in the program. (JES)

ED137335 TM006135

The Use of Multiple Research Methodologies to Evaluate an Inservice Curriculum.

Schwartz, Henrietta; And Others

Roosevelt Univ., Chicago, Ill. Coll. of Education.

15 Mar 1977 71p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEAUG77

The preliminary results of four of six research methodologies used to evaluate a professional development curriculum in an urban school are described and reported. The paper begins with a discussion of the social systems model underlying the project, a brief summary of the transactional evaluation scheme used to direct research efforts, a description of the inservice teacher education component of the program, and then an explanation and preliminary report of the findings of each of the four methodologies. Each methodology is analyzed in terms of the data it yields, its generation of research questions, and its contribution to general and specific bodies of knowledge. The four methodologies covered in order are: (1) Quantitative and Psychometric Analysis, (2) Ethnographic Analysis, (3) Historical, and (4) Managerial Analysis. The two methodologies not reported here, but used in the project, are the Comparative Case Study approach and the Classroom Learning Environments Studies. The paper concludes with a discussion of the cost benefits of the four methodologies under consideration. Finally, the implications for assessing complex programs in other areas are presented. (Author/RC)

ED089834 PS006863

The Use of the Barclay Classroom Climate Inventory in Curriculum Planning and Intervention.

Hawn, Horace C.; Poole, Edward A.

Georgia Univ., Athens. Center for Competency Based Education.

1973 34p.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEAUG74

The Barclay Classroom Climate Inventory (BCCI) was used in the Athens Teacher Corps Project to appraise individual differences among students in grades 3-5, to guide in selecting alternative curriculum strategies for children with identified skill deficits, and to evaluate the effectiveness of those selected strategies. Intervention strategies suggested by the model are described. Further use of the BCCI is planned to evaluate these alternative approaches. A case study illustrating the use of the BCCI is appended. (SBT)

ED080450 SP006661

The Vermont Teacher Corps: Educational Impact and Change.

Wheeler, Alan H.

.1972 10p.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEDEC73

The Vermont Teacher Corp is an experiment in field-centered, competency-based teacher education, utilizing performance criteria to measure progress of the individual student intern. Much of the intern's time is spent in school-community service; course work is done through consultation and independent study. Main objectives are a) to develop and test a model in graduate teacher education for the University of Vermont, b) to provide additional personnel and instructional approaches to schools, c) to provide individualized instruction, and d) to provide the University with the opportunity to test a variety of field-centered experiences. (JB)

ED209240 SP019130
The Washington State System for Coordination of Staff Development. The Staff Development Coordination Study. Final Report.
Washington Office of the State Superintendent of Public Instruction, Olympia.
Oct 1981 99p.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); RESEARCH REPORT (143)
Geographic Source: U.S.; Washington
Journal Announcement: RIEMAR82
Government: State

This report outlines the roles and responsibilities, pertaining to the improvement amd coordination of statewide teacher inservice, of the Superintendent of Public Instruction (SPI) in the state of Washington. After a field-based research study was conducted, a system was devised by which the SPI can improve coordination of staff development programs and resources among the major agencies involved: SPI, educational service districts, institutions of higher education, teacher centers, Teacher Corps, local school districts, private schools, and professional organizations. The system is designed to: (1) facilitate the sharing of limited staff development resources; (2) establish a statewide communication and information channel; (3) link providers and users of staff development in program planning; (4) provide training for those responsible for staff development; (5) improve the quality of needs assessments, evaluation, and implementation; and (6) gather information for use in statewide planning, policy making, goal identification, and priority setting. This voluntary communication and support system would consist of local level collaborative units (Staff Development Compacts) linked by a formal communication channel, the Staff Development Compact Council. This council would also provide specific support and training activities. Supporting components of the system are a state level interagency advisory committee, a committee to coordinate staff development activities for the system, and a coordinator serving as liaison with the SPI. In this report, an analysis is given of current coordination activities, factors which impede or facilitate coordination, and a proposed three-year implementation process. Recommendations are made for generating a sound system of coordination. (JD)

ED205506 SP018722
The Washington State Teacher Corps/Teacher Center Network.
Walker, Paul R.
Western Washington Univ., Bellingham.
Jul 1981 23p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Grant No.: G007603470
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Washington
Journal Announcement: RIEDEC81

Eight agencies (including three teacher centers and three Teacher Corps programs) in the state of Washington, concerned with inservice teacher education, formed a network to test and to explore avenues of cooperation and coordination. Since the emphasis was on collaboration between Teacher Corps and and teacher centers, the first step was to examine the areas of potential conflict and cooperation. The major areas examined were: the purposes and terms of grants, governance, plans of operation, and major thrusts. The network committee, with representatives from Teacher Corps projects, teacher centers, the Washington Education Association, and the state education agency, concentrated on the areas of common interests, while respecting each others' differences. The network's success can be attributed to the sharing of information, resources, practices, materials, and consultants. Among the accomplishments of the network during the first year were: establishing the bylaws and governance of the committee; setting realistic goals; establishing a continuous communications process; and identifying and exchanging resources on successful staff development practices. The purpose of networking was to share information, technical assistance, and solutions to problems. A flexible outline of strategies and of support is often characteristic of networks, and staff members must be able to foster collaboration under a variety of circumstances. (FG)

ED181440 CS005220

The What's, Why's and How's of Inservice Education in Reading in the Content Areas.

Deffenbaugh, Sue A.

Hartford Public Schools, Conn.; Hartford Univ., West Hartford, Conn.

1979 63p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

Grant No.: G007700062

Available from: Teacher Corps, Rm. H128, University of Hartford, West Hartford, CT 06117 ($1.50)

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Connecticut

Journal Announcement: RIEJUN80

This resource guide, based on ideas drawn from Teachers Corps projects, contains suggestions for organizing and conducting inservice programs on reading in the content areas. The first section of the guide provides guidance from the literature concerning decisions to be made in establishing an inservice program, including suggestions from experienced inservice leaders and descriptions of models of workable programs. The second section discusses inservice activities, such as ways of creating awareness and examining beliefs, exploring the demands of the reading assignments, investigating skills in content area reading, developing vocabulary instructional techniques, and developing instructional techniques in comprehension. Resources for the inservice leader are provided in the third section, specifically resources for structuring and conducting inservice sessions, for information about reading and teaching strategies in the content areas, and for information about learning-to-learn skills. The final section outlines issues and perspectives, including discussions of teaching reading in the content areas, other considerations for classroom instruction, and inservice planning. A selected bibliography is included. (FL)

ED139756 95 SP011053

The Work-Study Team: A Model for Collaboration Between School and University. Occasional Paper No. 19.

Hagberg, Hilma; And Others

Stanford Univ., Calif. School of Education.

May 1977 21p.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Teacher Corps.

Grant No.: G007502009

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEOCT77

The work-study team concept has evolved from a Teacher Corps grant to Stanford School of Education and Herbert Hoover Junior High School, San Jose, California, and represents the basic vehicle of the project for collaboration between the university and school in providing more effective inservice education, school improvement, and field-based research. Eight work-study teams were organized: four concerned with the subject areas of mathematics, language arts, social studies, and physical education; four "innovation teams" dealt with multicultural education, bilingual education, teaching in open space, and community involvement. Four of the teams were relatively successful, two remained functioning through the year, and two effectively disbanded before the end of the year for lack of support or interest. Two of the more serious difficulties were goal definition, and trust and leadership. Positive experience suggested that collaboration is possible if: (1) decisions affecting the school community are made by the school-staff team members; (2) time is invested in developing good team relations; (3) team members are willing to assume new roles; and (4) concrete, immediate problems provide the initial focus for collaboration. Limitations of the concept involve (1) the length of time needed to develop trust and credibility, (2) individual differences in team member capacities for dealing with competing goals, (3) the capability for stimulating unperceived staff development needs, and (4) practical limitations involving participant involvement, incentives, physical distances, scheduling etc. Guidelines for determining the need for and organizing effective teams and for ensuring their continuing effectiveness have been appended. (MB)

ED100868 95 SP008782
Three Developmental Models Designed for the Education of Low-Income Children.
Watson, Dorothy J., Ed.; And Others
Missouri Univ., Kansas City.
Jun 1970 59p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEMAY75

This paper presents three different educational models for inner-city children. The first, the Learning by Doing Program, a preschool and kindergarten summer program at Saint Mark's Parish, proposes to meet the needs of inner-city children by developing cognitive growth necessary for further learning experiences and by preparing them to enter structured classrooms in the present school system. Outlined are activities to (a) develop physical and sensory readiness, (b) develop reading readiness, (c) develop social readiness, and (d) develop self-concept and pride in inner-city youngsters (such as a unit of Black History). Included also is the minimum achievement to be realized from these activities, suggested materials to be used, organization structure and recruitment, and methods of evaluation. The second, The Development and Study of a Reading Center in an Inner City Elementary School, focuses on an experimental study of fourth and fifth graders with reading problems who are administered the Silvaroli Classroom Reading Inventory. Statistical data are included. The third, Together in Kansas City, Missouri, is a model program designed to bring together children from inner and outer Kansas City areas to enhance their academic, personal, and social experiences, and to demonstrate the value of cultural pluralism as an educational resource. Goals, objectives, organization plan, and evaluation questions are outlined. (JCW)

ED203483 EA013673
Three Overviews of Community-Based Education.
Powell, Conrad; And Others
Teacher Corps Recruitment and Community Technical Resource Centers, Washington, D.C.
May 1980 53p.
Sponsoring Agency: Office of Education (ED), Washington, D.C. Teacher Corps.
Report No.: RCTR-CBE-PN-1
Contract No.: 300-79-0312
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: POSITION PAPER (120)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIENOV81

The planning, implementation, and evaluation of Teacher Corps projects are all oriented toward the encouragement of community-based education, involving the evolution of an interactive relationship between educational institutions and the local community for purposes of program development and direction. Some aspects of the community-based education concept are explored in this compilation of three papers, the first in an intended series. The first paper, by Conrad Powell and Larry Winecoff, describes the origins and characteristics of community-based education. The basic concepts and methods needed to energize community-based education in the future are discussed by Roland Goddu, and in the third paper Eva Schindler-Rainman comments on societal trends affecting community-based education and on effective means for making educational efforts successful. (Author/PGD)

ED203485 EA013675
Three Techniques for Involving Human Service Agencies in Community-Based Education.
Jackson, Barbara L.
Teacher Corps Recruitment and Community Technical Resource Centers, Washington, D.C.
Jul 1980 26p.
Sponsoring Agency: Office of Education (ED), Washington, D.C. Teacher Corps.
Report No.: RCTR-CBE-PN-3
Contract No.: 300-79-012
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: POSITION PAPER (120)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIENOV81

Human service agencies, including public schools and institutions of higher education, are playing an increasingly dominant role in the lives of all citizens, especially the poor. The increasingly bureaucratic nature of these agencies has been contributing to the continued powerlessness and dependence of their growing clientele. The perception by human service agencies of their role in the community can be refocused on assisting the poor in developing self-help and self-direction programs through community-based education. Three illustrations of ways in which these agencies can become involved in community-based education are presented in this document, including a parenting program involving several agencies, a high school-based inter-agency council aimed at solving needs of high school-aged community residents, and an urban cooperative extension program modeled on rural agricultural extension programs. (PGD)

ED099391 SP008709

Three Years of Collaboration in the Development of Portal Schools.

Pankratz, Roger; Williams, John
Jun 1974 11p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: MISCELLANEOUS (999)
Journal Announcement: RIEAPR75

In 1971 six rural, eastern Kansas School Districts collaborated with Kansas State Teachers College in the development of portal schools. Four-year goals and first-year objectives were established and a steering committee comprised of representatives of each significant role group was organized to transact business associated with the development of portal schools. After a year and a half, it became apparent that the attempt at collaborative decision making was unsuccessful. Therefore, a new model was developed based on the assumptions that: (a) the controllers of resources must be willing to share their power by responding to inputs from role groups, (b) the purpose and limits of the consortium must be clearly defined and agreed to by all parties, (c) a process for input and shared decision making must be clearly defined, (d) commitment to the endeavor by member institutions is directly related to the amount of its resources invested, and (e) two decision-making bodies, one consisting of resource controllers and the other consisting of role group representatives, must be organized. The implementation of this model involved the formation of a Council of Administrators (resource controllers) and Master Steering Committee (role group representatives), development of an agreement document, specification of the decision-making process, and an increase in the amount of resources invested by each institution. Significant and encouraging developments have resulted from implementation of the new model. (HMD)

ED042690 SP004073

Toledo Teacher Corps: An Undergraduate Program for the Development of Teachers for the Inner City.

Toledo Univ., Ohio. Coll. of Education.
1969 80p.; Entry for 1970 AACTE Distinguished Achievement Awards in Teacher Education, and proposal to USOE for Teacher Corps program
Sponsoring Agency: Teachers Corps, BEPD.
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEJAN71

This set of documents includes the original proposal (December 1968) for the 2-year Toledo Teacher Corps program and a summary description of the program half way through its first year (November 1969). The program summary describes it as an undergraduate training program designed to improve the educational process in urban poverty areas and to improve the training program for elementary teachers in such areas through focus on human sensitivity, cooperative efforts of the university and the school system and community, and instructional organization within the school. Narrative sections outline the major phases of the program: 1) summer preservice program of community activities and concurrent seminar; 2) inservice program during the junior and senior school years including a team teaching internship in local schools and concurrent seminars on societal factors, instructional organization, contemporary learning-teaching process, educational technology, and research; 3) interim summer program of liberal arts requirements; and 4) community involvement activities throughout the 2 years leading to a bachelor of arts degree in education. Included in the proposal is material on certification and degree requirements, staff and team leader selection and training, evaluation procedures, the four participating schools, etc. (JS)

ED178515 SP015010

Too Many Pieces: A Study of Teacher Fragmentation in the Elementary School.

Klugman, Edgar; And Others
Wheelock - Malden Teacher Corps Collaborative, Boston.
Jul 1979 65p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Massachusetts
Journal Announcement: RIEMAR80

Fragmentation of elementary school teachers' time and attention is an almost universal problem. Frequent coming and going of children to and from the classroom for legitimate purposes disrupts and distracts the teacher and other students. Children receiving special education services frequently leave the classroom for half-hour periods, thus missing a portion of instruction received by classmates. Administrative interruptions, too wide a span of ability in a single class, and lack of administrative support also create a sense of frustration for the teacher. The results of a comprehensive questionnaire on this topic are reported in this study. Suggestions are made for possible options for classroom teachers, support teachers, and administrators for improving this situation. (JD)

ED199215 SP017620
Toward a New Model of Teacher Education.
Hermanowicz, Henry J.
Sep 1980 26p.; Paper presented at the Crossgate Seminar sponsored by the Pennsylvania Department of Education.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); REVIEW LITERATURE (070); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIEJUL81

Criticism of the field of teacher education should be constructive from those within the field. Given the rich background of experimentation, research, and substantive ideas in education, teacher educators should take the initiative for improving the profession rather than have legislative or policy mandates imposed upon them. Developments in the 1960's and 1970's, such as the curriculum reform movement, microteaching, the Teacher Corps, the Education Professions Development Act, competency based teaching, and PL 94-142, should serve as a prelude for redesigning teacher education programs in the 1980's. An autonomous two-year program of professional post-baccalaureate studies has been proposed. The undergraduate courses for prospective teachers would also be revamped under this plan, the results of which would be greater depth and enrichment in content areas for secondary school teachers and comprehensiveness for elementary school teachers. All prospective teachers would study exceptionality, educational psychology, measurement and evaluation, curriculum, and school and community relationships. The second year of the two-year program would involve full time study and clinical experience in a public school district as a training laboratory. Examples of courses and semesters are given. (FG)

ED206581 SP018622
Toward Meeting the Needs of the Beginning Teacher. Initial Training/Induction/Inservice.
Howey, Kenneth R., Ed.; Bents, Richard H., Ed.
Midwest Teacher Corps Network, Lansing, Mich.; Minnesota Univ., St. Paul.
1979 158p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Grant No.: G007700055
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142); COLLECTION (020)
Geographic Source: U.S.; Minnesota
Journal Announcement: RIEJAN82

Nine discussions identify needs and concerns of beginning teachers and call for a more concerted effort to ensure a smooth transition from preservice teacher to a working professional. An historical perspective on beginning teachers' problems and attempted solutions is provided in the first chapter. An interview with four beginning teachers follows, with illustrations of the types of problems encountered in such areas as discipline, time management, and lack of feedback. Other essays suggest new entrance modes for teacher orientation, a stronger relationship between theory and practice in schools of education, and increased research on the initial teaching experience. Two chapters offer models from the perspectives of the school principal and the college dean, one for the encouragement of school-college cooperation, and the other proposing a concept of teacher education based on schools as centers of inquiry. The final essay presents a general framework for induction and continuing teacher education, incorporating several of the elements that were introduced in the earlier chapters. (FG)

ED120104 SP009868
Towards A Personalized Competency Referenced Model of Teacher Education.
Grady, Michael P.
18p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEJUL76

This teacher education model is designed to assist inservice and preservice teachers in attaining their professional goals in a continuing program of self-improvement. The model is personalized in that it calls for the determination of competencies and objectives based on the individual teacher's philosophy of education. It is also individualized since the learning that takes place is self-paced. Finally, the model is flexible and can be used with preservice or inservice programs. There are five phases of the model: (1) philosophy, (2) rationale, (3) objectives, (4) mastery of competencies, and (5) evaluation. The five phases are guided by a collaborative section which serves to familiarize participants with influences that must be considered in developing one's philosophy, objectives, and competencies (e.g., that the teacher must function within a school district, dealing with students and parents). After recognizing the influencing factors and dealing with them in a collaborative manner, the participant is ready to begin the five phases of the model. (Appended are diagrams and an explanation of phases 3-5 of the model as well as information concerning the need for a resource center when implementing the model.) (Author/RC)

ED135794 95 SP010853

Towards Excellence in Elementary Education; A Program for Improving the Professional Growth Opportunities for Elementary Teaching Personnel.

Lansing School District, Mich.; Michigan State Univ., East Lansing. Coll. of Education.; Office of Education (DHEW), Washington, D.C. Teacher Corps.

1976 30p.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEJUL77

The Excellence in Elementary Education (EEE) program provides a number of interdependent experiences aimed at optimizing the quality and availability of professional growth opportunities for persons specializing in elementary education: prospective teachers, inservice teachers, prospective teacher educators, and inservice teacher educators. The program is predicated upon the notion that outcomes will be most constructive when diverse sets of educators work together and share decision-making on how teaching and learning for any particular group of students might be improved. Recommendations are offered for the development and implementation of future EEE type programs. An essay on a first year's experience in an EEE program is attached. (MM)

ED039178 SP003845

Training Change Agents in the Public School Context.

Edgar, Donald E.; Clear, Delbert K.

1970 13p.; Paper presented at annual meeting, AERA, Minneapolis, 1970

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: RIESEP70

An evaluation of two programs--the federally sponsored Teacher Corps and the Ford Training and Placement Program established at the University of Chicago in 1967-68--whose goal is to train teachers capable of acting as change agents in the schools indicates that they have not been successful in reaching this goal, and that school context is perhaps more important for the teacher than the type of training received. Both of these programs trained students in teams, and the Ford Program placed the teams intact into inner-city schools for their teaching experience. When program graduates' scores on tests designed to measure desire for autonomy and sense of power were compared with scores of graduates of traditional programs in Chicago and Milwaukee, no significant difference was found. However, when both groups were divided into teachers in black inner-city schools, white inner-city schools, and white suburban schools, there was a significant difference in scores, with the black inner-city school teachers' being the lowest. These results seem to indicate that special teacher training programs in themselves are not enough and that resistence to change from other school personnel may be a factor. (RT)

ED029807 SP002211

Training Classroom Teachers for Supervision.

Waterman, Floyd T.; Brilhart, Barbara

.1969 83p.

EDRS Price - MF01/PC04 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEOCT69

These symposium papers, the first two by Floyd Waterman and the last two by Barbara Brilhart, are an outgrowth of experience in directing the Teacher Corps internship program at the University of Nebraska at Omaha. No. 1 describes "The Role of the Teacher Corps Team Leader," who is a member of the local school faculty receiving continuous training and instruction from corps and university staffs during his two-year service and training period as supervisor of intern teachers. The eight roles discussed include fostering community work, counseling and advising, teaching and demonstration, and analyzing teaching acts. No. 2, "Concepts and Procedures for Training Teacher Corps Leaders," presents recommendations for a 4-phase program: selection and initial orientation, a national team leader institute, preservice orientation in local projects, and continuous inservice followup. No. 3 describes the "Development of an Attitude Scale for Evaluating Teacher Corps Team Leaders" and includes a copy of the scale with procedures for scoring. No. 4 presents "A Schema for Supervision of Teacher Corps Interns" which lists 17 problems identified within the intern's three major roles (as teacher, school-community liaison, staff/team member) with suggested activities and behaviors designed to guide him through each of four growth phases for each problem. Suggestions for use of the schema, which is also presented in chart form, are included. (JS)

ED197004 UD021079

Training for Inner City Parents in Child Rearing: Why Fried Chicken Franchises for Parenting Don't Work.

James, Richard; Etheridge, George
.1978 17p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: POSITION PAPER (120); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Tennessee
Journal Announcement: RIEMAY81

In an effort to examine the effectiveness of commercially produced parent education programs, a child management and communication class given for Memphis, Tennessee, inner city parents is evaluated in this paper. The program, sponsored by the Mid-South Teacher Corps Project, utilized two models: (1) Becker's 1971 "Parents Are Teachers: A Child Management Program," which is devoted to behavior management techniques and has been used extensively with low socioeconomic status parents; and (2) Dinkmeyer's and McKay's 1976 "Systematic Training for Effective Parenting: STEP," a model that is based on Rudolph Dreikur's philosophy of child training, emphasizes sequential development of communication skills, and has been used with mostly middle class parents. Due to what the authors perceive to be mistakes on the part of the trainers, the initial enrollment of twenty-five parents decreased to only four by the third session. One problem identified is that initial sessions were not sufficiently directed toward parents' specific concerns. The strictly sequenced approach of the Becker program model was found to be only marginally useful. Even greater difficulties were encountered in using the second model. Recommendations are offered for adapting these two models for use with low socioeconomic status parents and for enhancing the effectiveness of parenting programs in general. It is concluded that "pre-packaged" parenting programs present so many problems that it is more practical for trainers to design their own program to fit a given situation. (GC)

ED058616 EA003918

Training Guides for Teacher Corps Team Leaders.

Saxe, Richard W.; And Others
Toledo Univ., Ohio.
30 Oct 1971 138p.
Sponsoring Agency: Bureau of Educational Personnel Development (DHEW/OE), Washington, D. C. Teachers Corps.
Grant No.: OEG-0-70-2272(715)
EDRS Price - MF01/PC06 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEMAY72

These guides are process and product of a continuing effort to design a training program for Teacher Corps team leaders. As a process, they represent one phase in the delineation of a training program. As a product, they are drawn form observations of team leaders in action in 10 cities, a survey of all Teacher Corps leaders and directors, and the collected position papers of persons expert at one or another of the necessary competencies. These guides can be used by directors of individual Teacher Corps projects, along with other study products, as resources in their training programs. The format centers around (1) competencies needed by a team leader, (2) objectives for a training program to create identified competencies, (3) interim objectives related to the general competency objectives, (4) specific behaviors, (5) materials that could be utilized, and (6) recommendations concerning the time limits for the mastering of each interim objective. (Author)

ED182263 SP014620

Triangulation: A Strategy for Formative Action Research On In-Service Education. Kent State University Teacher Corps Papers--No. 3.

Clegg, Ambrose; And Others
Nov 1978 25p.; Paper presented at the Annual Meeting of the Research and Development Association for Education (2nd, Alexandria, VA, November 6, 1978).
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Grant No.: G007803176
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Ohio
Journal Announcement: RIEJUN80

An action research model of program planning and inservice teacher education is presented. The model systematically includes three groups of participants--teachers and paraprofessionals, parents and members of the community, and university and administrative personnel, and is called the "triangulation" model. Inherent in the design is the potential for providing continuous feedback and input, from each of the three groups, thus producing a source of information for data-based decision-making. The model is used as a planning vehicle for a federally funded Teacher Corps project jointly operated by the Akron Public schools, the Akron community, and Kent State University. (Author/LH)

ED203484 EA013674
Two Views of Techniques for Developing Community-Based Education in a Teacher Corps Project (Project Personnel Perspectives).
Witty, Elaine P.; And Others
Teacher Corps Recruitment and Community Technical Resource Centers, Washington, D.C.
Jul 1980 44p.
Sponsoring Agency: Office of Education (ED), Washington, D.C. Teacher Corps.
Report No.: RCTR-CBE-PN-2
Contract No.: 300-79-0312
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: POSITION PAPER (120); NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIENOV81

Two papers by experienced Teacher Corps project personnel describing techniques and approaches used in the development of community-based education are presented in this document. The first paper, by Elaine P. Witty and Yvonne B. Miller, explores methods for identifying educational needs perceived by the community, including group discussions, interviews, surveys, and participation in meetings of community organizations. The paper also comments on integration of community experience and school learning in terms of educational activities, program content, and program goals. The second paper, by Alan Brown, identifies six reasons for citizen participation in education, details five approaches to assessing community educational needs, and itemizes twelve kinds of experiential learning activities that could be included in a community-based program. (PGD)

ED147097 95 RC010258
U.S. Office of Education Programs Serving Hispanic Americans, Fiscal Year 1977.
Chavez, Gilbert; Cardona, Carmen C.
Office of Education (DHEW), Washington, D.C. Spanish-Speaking Program Office.
1977 111p.: Some parts of the document may be marginally legible due to quality of print
EDRS Price - MF01/PC05 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEAPR78

Compiled annually, the report gives the geographic locations and grant size of programs funded by the U.S. Office of Education which have impact on Hispanic Americans. These programs are provided under the Elementary and Secondary Education Act Titles I and II, Civil Rights Act of 1964 Title IV, Bureau of School Systems, Bureau of Occupational and Adult Education, Bureau of Education for the Handicapped, Bureau of Postsecondary Education, Right to Read Office, Office of Bilingual Education, Women's Educational Equity Act, Arts and Humanities Office, Teacher Corps, Office of Career Education, and Fund for the Improvement of Postsecondary Education. Among the programs cited are Follow Through Program; Title I Migrant Program; Alcohol and Drug Abuse Education Program; School Library Resources, Textbooks, and other Instructional Materials Program; Environmental Education Projects; Urban/Rural School Development Program; Consumer and Homemaker Education Program; Education Opportunity Centers Program; Gifted and Talented Program; the Handicapped Children's Early Education Program; Teacher Training Grants; Community Education Program; Teacher Exchange Program; Library Material Grants; Fulbright-Hays Doctoral Dissertation Research Abroad Program; Cooperative Education Program; College Work-Study Program; Supplemental Educational Opportunity Grant Program; National Direct Student Loan Program; Reading Is Fundamental Program; Bilingual Education Fellowship Program; and Reading Academy Program. (NQ)

ED200686# UD021336
United States Federal Policies for Education for the Disadvantaged. Reviews of National Policies for Education.
Organisation for Economic Cooperation and Development, Paris (France).
1981 126p.
Report No.: ISBN-92-64-12149-X
Available from: OECD Publications and Information Center, Suite 1207, 1750 Pennsylvania Ave., N.W., Washington, DC 20006 ($8.50).
Document Not Available from EDRS.
Language: English
Document Type: GENERAL REPORT (140); BOOK (010)
Geographic Source: France
Journal Announcement: RIEAUG81

This report presents a review conducted by a multinational panel on educational policy in the United States. The report concentrates on compensatory programs in elementary and secondary education, with an emphasis on Title I programs. Topics covered include: (1) recent trends in American education; (2) the philosophy, operational design, and evaluation of Federal programs for the disadvantaged; (3) problems of program articulation; (4) the impact of compensatory education at the school level; (5) students' preparation for and transition to working life; and (6) the Federal role in educational funding. Also included is a record of a 1979 conference held to review the above mentioned issues. (APM)

ED166148 95 SP013767
Universities and Teacher Education Centers in Florida.
Krueger, Christine
Dec 1978 94p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Grant No.: G007700121 A01
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN79

This report focuses on the role of universities in teacher education centers in the state of Florida as well as on some of the issues and impacts related to that role. Research makes it clear that universities, almost entirely through colleges of education, have contributed substantially to the improvement of inservice education. Several factors have combined, however, to limit both that contribution and the potential role of colleges of education in Florida's teacher education centers. These factors include: (1) the focus on inservice education; (2) the weakness in collaborative relationships; (3) the lack of Teacher Education Center (TEC) program development in the universities; (4) policy instability; (5) shortage of resources; (6) the larger university system; and (7) the tenuous development of university organization for TEC activity. The institutionalization of TEC roles would help consolidate TEC goals as part of the university mission and lessen anxieties about the role of universities in teacher education centers. (DS)

ED185045 SP015889
University Roles in Inservice Education: Planning for Change.
Carey, Lou M.; Marsh, David D.
American Association of Colleges for Teacher Education, Washington, D.C.
Feb 1980 114p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEAUG80

Intended to aid schools, colleges, and departments of education in the implementation of inservice teacher education programs or in the expansion of existing programs, this monograph presents current research findings on the role of the university in teacher inservice education. It outlines a step-by-step process for making such programs an integral part of the university's purpose and suggests that greater involvement can be effected by considering the problem as one of institutional change rather than merely as a question of faculty development. (Author/LH)

ED089167 CG008767
Value Changes in Black and White University Interns.
Sikula, John P.; And Others
Toledo Univ., Ohio.
Apr 1974 17p.; Paper presented at the annual meeting American Educational Research Association (Chicago, Illinois, April 15-19, 1974)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEAUG74

Forty University of Toledo Teacher Corps interns (23 black and 17 white) were asked to respond to a Rokeach Value Survey on the first day of regular classes, at the end of the year, and at the end of the program. The objective was to examine what significant value changes, if any, took place during the program. Results are assessed according to racial groups rather than individuals. Results of the first survey show that the black interns were more concerned with cleanliness, independence, politeness, and self-control than were white interns. White interns were more concerned with honesty and salvation than blacks. Results of the second survey show that the groups differed significantly only in their rankings on the value, "Clean." Survey data at the end of the program indicate that blacks and whites demonstrated fewer significant differences in their values. The author suggests that experiential influences rather than racial ones may be dominant in affecting value formation and, hence, attitudes and behavior. (RWP)

ED100944 95 SP008875

Verbal Interaction. Affective 14.0.

Ward, G. Robert, Comp.; Borgers, Sherry B., Comp.

Houston Univ., Tex. Coll. of Education.

8p.; For related documents, see SP 008 803-806, 867-874

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEMAY75

This module is designed to provide practice in observing the verbal interaction in a group and to provide an opportunity to participate in a discussion group and receive feedback. Specific activities include the formation of a group of 16-20 people and participation in three exercises; the fishbowl, the fishbowl and reversed roles, and group discussion. Each activity emphasizes the verbal interactions taking place in groups. (MJM)

ED050617 FL002067

Visual Literacy: A Child-Centered Reading Program.

Heffernan-Cabrera, Patricia; And Others

.24 Oct 1970 13p.; Paper presented at the San Diego Foreign Language Teachers Conference, October 24, 1970

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: RIESEP71

The underlying theory of the Teacher Corps Rural-Migrant programs in visual literacy is developed in this paper. The primary objective of teaching communication skills to non-native speakers of English through the use of motion picture cameras is detailed in discussion of how visual literacy motivates students and improves curriculum development. The types of activities incorporated into an educational experiment at the Yettem School indicate the interrelatedness between the traditional communication skills and the more innovative approach to the development of those skills through film. Elements of the program described include: (1) visual vistas--single framing, (2) multiple-frame experiences, (3) slide presentations, (4) motion pictures, (5) visual-verbal textbooks, (6) field trips, and (7) selecting a subject. (RL)

ED190973 CG014627

Walker's Sampler: Youth Advocacy Resources.

Walker, Clarence; And Others

Vermont Univ., Burlington. Teacher Corps Youth Advocacy Loop.

1980 104p.; For related documents see CG 014 625-26.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

Contract No.: 300-78-0250

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); CLASSROOM MATERIAL (050)

Geographic Source: U.S.

Journal Announcement: RIEJAN81

This resource book, which provides a sampling of programs developed by the Youth Advocacy Projects of the Teacher Corps on behalf of troubled youth, is organized in tbree major sections. Section I presents outlines, resources, and critiques of staff development courses, organized according to target youth group(s) and by subject area. Section II describes model interventions in process at each project, grouped according to their focus on: (1) inservice/staff development; (2) program development that directly affects troubled youth; and (3) community involvement. Section III presents case studies of four model programs with descriptions of their setting, intervention strategies, and evaluations of overall program effectiveness. (Author/HLM)

ED180705 RC011735
Who Cares? Who Counts? A National Study of Migrant Students' Educational Needs. Final Report.
Hinkle, Glenn E., Ed.; And Others
Ben Bolt-Palito Blanco Independent School District, Tex.; Saint Edward's Univ., Austin, Tex.
1979 347p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Grant No.: G007803218
EDRS Price - MF01/PC14 Plus Postage.
Language: English
Document Type: BIBLIOGRAPHY (131); DIRECTORY (132); RESEARCH REPORT (143)
Geographic Source: U.S.; Texas
Journal Announcement: RIEMAY80

The final report of an extensive national study of migrant students' educational needs, this document reviews the literature, describes specific migrant education programs, and summarizes the findings of two surveys--a preliminary survey conducted in California, Texas, and Florida and a nationwide survey. Data from the national survey of administrators, teachers, migrant parents and students, and personnel in state education agencies and institutions of higher education are used to answer six major research questions: (1) What are the educational needs of migrant students? (2) What are the necessary elements of educational programs which will meet these needs? (3) What are the teachers' roles in such programs? (4) What are the training needs of prospective teachers? (5) What training models are needed to meet these needs? (6) What modifications of Teacher Corps regulations should be recommened to encourage the development of such models? Discussion of the findings includes the extent of migrant student needs, the interaction of migrancy with low-income and minority group status, and concerns and implications in the affective domain. Innovative teacher education models are suggested for Teacher Corps consideration. Appendices contain survey forms, a comprehensive directory of migrant education projects in the U.S., and a bibliography of over 700 entries. (Author/JH)

ED199918 EA013426
Working Papers: Community Councils.
Morris, Richard, Comp.; Seymour, Nancy, Ed.
Institute for Responsive Education, Boston, Mass.
1980 23p.; Prepared as part of the Community Council Assistance Project. Funded through the Eastern Recruitment and Community Resource Center.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Massachusetts
Journal Announcement: RIEAUG81

The Institute for Responsive Education (IRE) is a private, nonprofit organization involved in research, policy analysis, assistance to local sites, and development of a national information clearinghouse and network for citizen groups. IRE recommends an approach to community based education that encourages citizen participation in decision-making and active program involvement. IRE lends on-site assistance to school-community councils by sharing the ideas of other successful groups, and by recommending appropriate written materials for lay participants. In addition, IRE assists local groups in the process of defining their needs, issues, and agendas for action. Policy recommendation based on documented research in the area of citizen participation has resulted in the dissemination of publications that seek to increase policy coordination among various levels of government and promote effective school decision-making. The IRE library and information service has assembled advisory council packets on a variety of topics designed to assist local school councils in developing new policies, practices, and alternatives. (JEH)